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ABSTRACT

This bibliography is compiled for persons who wish to understand organizational change as it occurs in the schools or who wish to enable it to happen more surely. Most of the entries deal with processes, structures, or events in the schools or their environments. Writings about other organizations are included only when they translate easily to the school setting and only when they contain valuable information that is hard to find in the literature about schools. A few little-known technical writings on methods of data analysis are also included. Although the list contains unpublished papers, it gives preference to easily available documents. The bibliography omits many writings before 1960 or, in some cases, 1965. (Author/DN)

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STRATEGIES OF
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# Bibliography on Organizational Change in Schools,

## Selected and Annotated by Philip J. Runkel

October, 1974

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Center for Educational Policy & Management
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BIBLIOGRAPHY ON ORGANIZATIONAL CHANGE IN SCHOOLS,
SELECTED AND ANNOTATED

by
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October, 1974

This bibliography is compiled for persons who wish to understand organizational change in schools or who wish to enable it to happen more surely, with less wheel-spinning, and with fewer abortive attempts. Most of the entries deal with processes, structures, or events in schools or their environments; I have included writings about other organizations (business, industry, government, stranger-groups in human relations training, college classes, community service agencies, volunteer organizations, etc.) only when they seemed to me easy to translate to the school setting and contained valuable information not easy to find in the literature about schools. I have included a few technical writings on methods of data-analysis, not widely known, for the convenience of researchers; I have not usually annotated these items. I have cited selected articles in books of readings in preference, in most cases, to entering the book itself. I have also given preference to easily available documents, though the list does contain unpublished papers.

I have omitted many early writings which, though they were very useful or even seminal at the time they were written, have been superseded (in my opinion) by later writings in scope or sophistication. In this kind of work, "early" means before 1960 or even 1965.

This bibliography makes use of a great deal of work by others. I have borrowed items unblushingly from the Bibliography on Organization

and Innovation by Michael Stuart and Charles Dudley mimeographed at CEPM-CASEA in 1967, from Maguire, Temkin, and Cummings (1971), from Marien (1971), from NIMH (1971), from Culver and Hoban (1973), from Davies (1974), and from Friedlander and Brown (1974) -- the last six are entries in this bibliography. Many times, I have used abstracts written by others; I have given credit where I have done so. I am especially grateful to Mrs. Connie Hixon, who tracked down many abstracts and much elusive bibliographic data, and to Mrs. Dorothy Van Cleef for a great deal of careful copy editing and typing.

AASA-ERIC. A collection of ERIC document resumes on citizen involvement in the control of schools. Washington, D.C.: AASA, 1970.

Forty-one items on citizen involvement in schools, annotated in detail.

Abbott, Max G. Hierarchical impediments to innovation in educational organizations. In M. G. Abbott and J. T. Lowell (Eds.), Change perspectives in educational administration. Auburn, Alabama: Auburn University, 1965. Also in Fred D. Carver and Thomas J. Sergiovanni (Eds.) Organizations and human behavior: Focus on schools. New York: McGraw-Hill, 1969. Pp. 42-50.

There exists in education a hierarchical bureaucratic structure that makes it difficult to decide when new programs are needed and inhibits their development. The authority in this structure is often based on charismatic characteristics, and emphasis is placed on the "rights" of administrators and the "obligations" of teachers. This structure tends to undermine the development of the teaching role. In order to produce a more innovative educational structure it will be necessary to alter the hierarchical organization which elevates the status of the administrative personnel -- NIMH (1971).

Achilles, C. M., L. W. Hughes and J. R. Leonard. Regionalism and cooperation in education. Planning and Changing, 1974, 4(4), 217-222.

Describes recent practices and structures of "regional education service agencies" -- RESA. No data on outcomes or on difficulties in forming a RESA, but useful indication of the scope of this sort of regionalism not existing.

Aiken, Michael and Jerald Hage. Organizational interdependence and intra-organizational structure. American Sociological Review, 1968, 33, 912-931.

This paper investigates the relationships between organizational interdependence, specifically the number of joint programs, and internal organizational behavior, for health and welfare organizations. A model of organizational interdependence produces five hypotheses about organizations, which are tested with data for sixteen social welfare and health organizations located in a mid-western metropolis in 1967. It was found that organizations with many joint programs tend to be more complex, more innovative, have more active internal communications channels, and somewhat more decentralized decision-making structures. No relationship was found between number of joint programs and degree of formalization. It is posited that, with increase in division of labor, organizations become more complex and more innovative; the need for resources to support such innovations promotes interdependent relations with organizations, and the greater integration of the organizations in a community structure.

Relevant to linking organizations.

Albertson, D. Richard and Cecil J. Hannan. Interaction exercises for the classroom. Washington, D.C.: NTL Institute, 1971.

This adaptation of "Interaction Briefs" from Today's Education, the journal of the National Education Association, is a second exercise packet to bring human interaction exercises to teachers at the elementary and secondary school levels.

Alderfer, Clayton P. An organizational syndrome. Administrative Science Quarterly, 1967, 12(3), 440-460.

In this study, the concept of organizational climate was operationally defined as a series of relationships between need satisfactions and organization variables. The needs in this investigation were pay, respect from superiors, and use of skills and abilities, while the organization variables were job complexity and seniority. The major findings were: (1) Satisfaction with respect from superiors decreased as job complexity increased and as seniority increased. (2) Satisfaction with use of skills and abilities increased as job complexity increased. (3) A job enlargement project which had been carried out in the company showed both these effects. Compared with employees holding analogous but narrowly delimited jobs, the employees holding enlarged jobs showed less satisfaction with respect from superiors and more satisfaction with opportunities to use their skills and abilities. Two explanations were offered for the decay in superior-to-subordinate relationships. First, the more complex

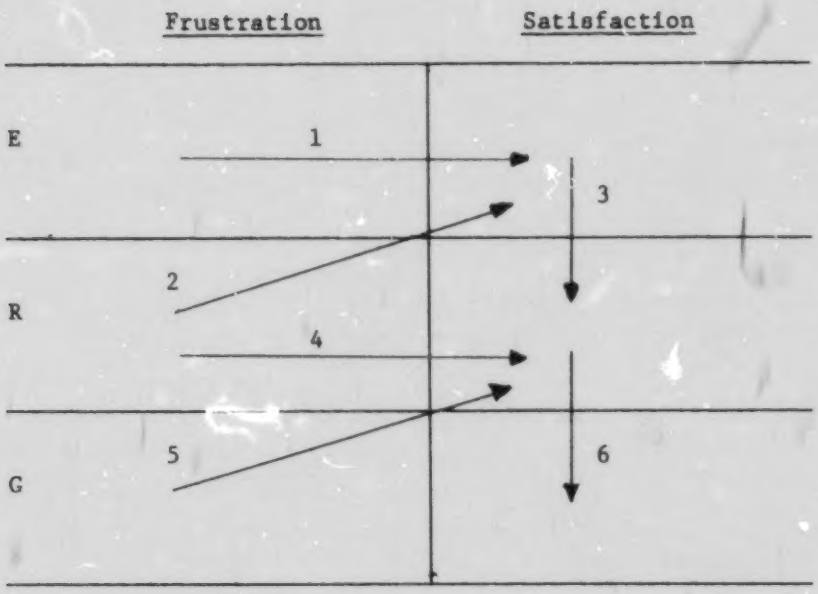
jobs required more interpersonal competence of both superior and subordinate and, in the particular company studied, this job demand was not being adequately met. Second, rapid company growth and technological change provided continuing source of career anxiety and thus put additonal strains on superior-to-subordinate relationships. It was suggested that this climate was neither unique to the particular organization, nor general, but it reflected some of the consequences of rapid change, and as such, contained implications for planning both organizational and technological innovations.

Alderfer, Clayton. An empirical test of a new theory of human needs. Organizational Behavior and Human Performance, 1969, 4, 142-175.

This study was concerned with developing and testing an alternative to Maslow's theory and to a simple frustration hypothesis for the problem of relating need-satisfaction to strength of desires. The alternative theory is based on a three-fold conceptualization of human needs: existence, relatedness, and growth (E.R.G.). It does not assume lower-level satisfaction as a prerequisite for the emergence of higher-order needs. It does include propositions relating the impact of higher-order frustration to the strength of lower-order needs. Empirical tests of differential predictions among Maslow's theory, the simple frustrations hypothesis, and E.R.G. theory were conducted by a questionnaire study with 110 employees at several job levels from a bank. The results tended to support E.R.G. theory more than Maslow's theory or the simple frustration hypothesis. (Author's abstract)

Alderfer reviewed the literature on Maslow's hierarchy and found only one direct empirical test; that test provided almost no support for Maslow's hypothesis that satisfaction of a lower need spurs striving for satisfaction of a higher.

The diagram below shows the predictions Alderfer makes about striving for need satisfaction. If the person finds himself in a condition of being frustrated (in the left side of the diagram) with respect to a level of need (marked E, R, or G) or of being satisfied (right side), then the arrows show how he will move. Arrow 1 predicts that a person in the region of being frustrated about existence needs will strive toward satisfaction of those needs; arrows 2 and 4 predict that frustration at the relatedness level will lead to striving either for existence needs or for relatedness needs; arrows 3 and 6 say that satisfaction of a lower need produces striving for a higher need. Arrow 5 says that frustration of growth desires produces a desire for relatedness. Since there is no arrow leading out of the region of satisfaction of growth needs, the prediction is that satisfaction of growth needs produces the desire for more of the same.




Aldrich, Howard. Organizational boundaries and inter-organizational conflict. Human Relations, 1971, 24(4), 279-293.

Open systems theory has stimulated a number of theoretical discussions, yet many implications of the theory still remain to be explored (Katz and Kahn, 1966; Miller, 1955; Buckley, 1967). The purpose of this paper is to suggest two applications of the concept of organizations as boundary maintaining systems to the study of organizational phenomena: (1) power and authority, and (2) inter-organizational conflict and member compliance. It will be shown that conceptualizing organizations in terms of boundary maintaining systems provides a theoretical link between several concepts that have previously not been treated together. (Author's abstract)

Alinsky, Saul D. Rules for radicals. New York: Vintage, 1971.

A practical account by the famous community organizer.

Alschuler, Alfred. Toward a self-renewing school. Journal of Applied Behavioral Science, 1972, 8(5), 577-600.

A case study.

This case study describes the use of OD strategies to introduce psychological curricula in a community college. The author hypothesizes that the success of the intervention was due to the combination of three factors: favorable historical antecedents, the nature of the intervention, and continuous leadership by

key administrators before and after the intervention. The interdependence of these three factors is analyzed. (Author's abstract)

Alutto, Joseph A. and James A. Belasco. Decisional participation among teaching personnel and perceptions of administrative influence. (Presented at the 1970 meeting of the American Educational Research Association, Minneapolis) 1970.

The author's research shows that a "fixed pie" notion of influence apparently does exist among teaching personnel, particularly when considering teacher conceptions of optional levels of administrative influence. As teachers increase their levels of actual participation in decision-making processes, they apparently prefer to see reductions in the relative organizational influence of principals and superintendents. Moreover, increases in current decisional participation are also associated with reductions in the perceived influence of school district superintendents, but unrelated to the perceived influence of building principals. The authors suggest that the resistance of superintendents to increased teacher participation in school system decision-making may be based on a recognition that such participation would be interpreted by eachers as a reduction in the relative influence of administrative officials. --Maguire, Temkin, and Cummings (1971).

Arends, Richard I. and Don M. Essig. The differentiated staffing project in the Eugene, Oregon, School District: Five progress reports. The district, 1972 (mimeo). ERIC order numbers respectively ED 060 511 through 060 515.

No. 1 reviews the history of the project and outlines the organizational structure that has emerged and developed in the experimental elementary schools. A number of questions both practical and theoretical pertaining to the unitized elementary school and differentiated staffing are discussed. The report also includes the rationale for further study of organizational innovations and pinpoints some of the implications for patrons, students, and educators ....

No. 2 discusses the Organizational Development Training Program, its rationale, its activities, and its raltionship to the Unitized Project. It describes the main ideas of OD Training and the procedures used by the DSP coordinators to link this training component to the DS Project. The major emphasis of Organizational Development Training is on improving the "Self-changing ability of school organizations," i.e., giving school systems a capacity for "organizational self-renewal." The program helps groups to develop clear communication, build trust and increase understanding, involve more people in the decisionmaking process, create open problem solving climates, increase group effectiveness, and uncover conflict.

No. 3 focuses on changes in roles within the differentiated staffing structure. It discusses the elementary principal and the curriculum associate (CA) in a unitized, differentiated staffing (DS) elementary school. Following a brief description of the tentative theory that guided the DS Project coordinators' efforts to define the new leadership roles and to recruit persons into the CA positions, the report describes the procedures followed and the results achieved during the first year and a half of the project. Finally, the report presents the coordinators' present position and thinking and some recent results from the data collected on the roles of the principal and the curriculum associate.

No. 4 discusses the effects of the addition of paid paraprofessionals, or Teaching Assistants (TAs), to the unitized, differentiated staffing schools in Eugene. Specifically, it focuses on the reationale for utilizing TAs, the methods used to select them, and the results of the TA's work in the school. The report also includes some recommendations for the district to consider about the future of teaching assistants in the district.

No. 5 describes a number of instructional changes that occurred during the first year of the project. Several examples of new instructional patterns that emerged in the experimental schools are described as evidence that the project has contributed significantly to creating better learning environments for children. These changes were the results of planned organizational changes rather than planned parts of the project. (All authors' abstracts)

Arends, Richard I. and Jane H. Phelps. Establishing organizational specialists within school districts. CEPM-CASEA, University of Oregon, 1973 (Mimeo).

Describes in detail how two cadres of organizational specialists were established, their rationale, and the success of their work.

Arends, Richard I., Jane H. Phelps and Richard A. Schmuck. Organization development: Building human systems in schools. Eugene, Oregon: CEPM-CASEA, 1973.

This 50-page booklet introduces the concepts and methods of organizational development to school people who have no previous acquaintance with the topic. Organizational development enables the school to monitor and respond to the environment and to find, maintain, and use the resources and ideas needed to respond. OD does this by improving the school's self-renewing capabilities: communication processes, problem-solving processes, decision-making procedures, meeting

procedures, and potential for collaboration. The school becomes self-renewing by experiencing learning-by-doing in the task group, skill training, new procedures, survey feedback, and group and intergroup exercises. Contents: The process of change; Organizational functions of self-renewing schools; Capabilities of self-renewing schools; OD as a permanent part of a school district; Stages of training; Individuals, programs, and writings in OD.

Argyris, Chris. Organization and innovation. Homewood, Illinois: Richard D. Irwin, 1965.

A new set of categories of human behavior is applied to studies of research and development organizations to test the relation between interpersonal competence and problem solving effectiveness. The categories involve openness, risk taking, internal commitment, individuality, and concern for truth. Pyramidal values of behavior including conformity and suppression of feeling are held detrimental to creativity by scientists. Results of studies made by questionnaires, interviews, and problem-solving meetings are outlined. An attempt to change the values and behavior of a board of directors is described. A model of the probable relationship between interpersonal competence, internal organization, environment, and innovation is proposed and an appendix gives a detailed description of the categories used. Another appendix probes interobserver reliability questions. A third appendix includes a study of the use of the system of categories to quantify individual and group interpersonal competence which is held crucial to creativity and innovation in a research organization. --NIMH (1971).

Argyris, Chris. On the future of laboratory education. Journal of Applied Behavioral Science, 1967, 3, 153-183.

The article is followed by comments by Coffey, Kingsbury, Richard Mann, Medow, Shepard, Robert Tannenbaum, Thelen, and Work.

Argyris, Chris. Unintended consequences of rigorous research. Psychological Bulletin, 1968, 70, 185-197.

The usual procedures used to carry out rigorous research designs of the highly controlled sort often place the subjects of the study in a relation to the investigator that is similar to the position of lower-level employees in a hierarchical organization. This can result in reactions of subjects such as developing dependence upon the researchers, withdrawal, aggression toward the researchers, and eventual banding together to protect their interests.

Argyris, Chris. Explorations in consulting-client relationships. In W. G. Bennis, K. D. Benne and R. Chin (Eds.), The planning of change. (2d ed.) New York: Holt, Rinehart, Winston, 1969. Pp. 434-456.

Organizational consultants face difficulties because of their marginal positions in an organization. Suggestions are made to organizations and consultants about ways to overcome these difficulties. The objective of consultants is to promote interpersonal competence that is, to enable the clients to give and receive feedback with a minimum of defensiveness. To succeed, the consultant himself must behave according to this value. Such consultant behavior is often threatening to the client and contradictory to his values. If the consultant adopts the client's values and acts in a defensive manner in order to gain acceptance, he risks failure. This is a major dilemma; two case histories serve as illustrations. In addition to this discrepancy of values, another factor which influences the consultant-client relationship is: the division of the organization into those who are aware of and/or wish, and those who are unaware of and/or do not wish to bring about effective change. The invited consultant often has to "straddle" a series of overlapping, conflicting, and at times antagonistic, subcultures. Organizations should develop a climate where consultants can express their values. The following kinds of conditions promote a good relationship: the consultants (1) may never become part of line management; (2) have their own professional salary scale as do medical directors; (3) may never be fired for focusing on such processes as openness and authenticity; but (4) may be dismissed if they are judged by their professional colleagues to be incompetent; and (5) may be dismissed as part of the organization to the extent that it is coercing their behavior against their better judgement. --NIMH (1971).

Argyris, Chris. Intervention theory and method: A behavioral science view. Reading, Massachusetts: Addison-Wesley, 1970.

Change requires attention to organizational tasks and to social structure. Getting information for diagnosis and to monitor change is not easy; its quality depends on the relationship between researcher and client. Sometimes the intervener conducts both training and research; this double role can confuse the client and requires great skill on the part of the intervenor.

Argyris, Chris and William F. Dowling. Conversation with Chris Argyris. Organizational Dynamics, 1974, summer, 45-62.

In his comments, one of the best known and most widely read psychologists concentrates on the failure of sensitivity training (what he calls "education for closeness") and defines a more viable substitute (what he calls "education for competence"). He also describes what he is doing currently with a group of company presidents to help them become more effective chief executives. As he says, "Not people, not machines, but valid information is the most important resource in any kind of organization." Argyris explains how to foster the conditions in which top management obtains valid information. -- Publisher's blurb.

Describes data feedback from audio-taped meetings to enable group participants to discover how their "theory-in-practice" differs from their "espoused theory."

Armstrong, Ronald. Student involvement. Analysis and Bibliography Series No. 14. Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1972.

Intended primarily for educational administrators, this review presents an analysis of the literature concerning student participation in educational decisionmaking. The educational and legal ramifications of student involvement in several decisionmaking spheres, such as school board and committee membership, student government, extracurricular activities, student publications, and curriculum issues, are discussed. Some suggestions are given to administrators for channeling student energies into a constructive improvement of the educational program. A 54-item bibliography of related literature is also included. (Author's abstract)

Aronoff, Joel and George H. Litwin. Achievement motivation training and executive advancement. Journal of Applied Behavioral Science, 1971, 7, 215-229.

An experiment studying the process of motive acquisition was conducted with executives of a major American corporation. Each of 11 middle-level executives who were given a program designed to develop and strengthen their need for achievement was carefully matched with a comparable executive chosen to attend the corporation's executive development course during approximately the same period. In a two-year follow-up study, the participants in the achievement motivation training course had performed significantly better than their matched pairs, as measured by major changes in job level and salary.

For criticism, see John R. Hurley. Science and fiction in executive training. Journal of Applied Behavioral Science, 1971, 7, 230-233.

Baas, Alan M. Open plan schools. Educational Facilities Review Series, 1972, 6. Periodical published by the Clearinghouse on Educational Management of ERIC.

The literature on open plan schools varies widely in quality and focus. This is understandable, considering the newness of the concept and the scope of its implications. Documents surveyed in this review range from a report on a statewide program of "open schools" (a description somewhat different from the facility term, open plan school, but related in concept) to case studies of particular schools enploying open plan facilities. The prevailing opinion expressed in the litertature is optimistic and highly cognizant of the need for further evaluation.[excerpt]

Barker, Roger G. Explorations in ecological psychology. American Psychologist, 1963, 20(1), 1-14.

... in varied and changing environments, the contributions of environmental input to the variance of behavior is enhanced. In a restless world, the nature of the environment is the intriguing scientific problem. And the applied fields and neighboring sciences ask: What are environments like? What programs of inputs do underdeveloped countries, windowless office buildings, and integrated schools provide for people? These questions can only be answered by psychologists functioning as transducers (p. 13).

Barker, Roger G. Wanted: An eco-behavioral science. In Edwin P. Willems and Harold L. Rausch (Eds.), Naturalistic viewpoints in psychological research. New York: Holt, Rinehart, Winston, 1969, Pp. 31-43.

What are the consquences for human behavior of such environmental conditions as poverty, controlled climate in working and living areas, congested cities, transient populations, high population density, computer technology, ghettos, large schools, "bedroom" communities?.... The view that I shall present here is that ... the present methods, concepts, and theories of the psychological sciences cannot answer the new questions, and that a new science is required to deal with them (p.31).

Barker, Roger G. and Paul V. Gump. Big school, small school: High school size and student behavior. Stanford, California: Stanford University Press, 1964.

In some ways, an organization like a school offers the same number of opportunities no matter how large it is; for example, there can be only one president of the senior class. In other ways, the larger organization offers more people with whom each person might interact. This book examines the effects of these complications on the ways the individual can fit into the life of the organization.

Becker, Howard S. Personal change in adult life. In W. G. Bennis, K. D. Benne and R. Chin (Eds.), The planning of change. (2d ed.) New York: Holt, Rinehart, Winston, 1969. Pp. 255-267.

The social structure is the chief factor in socialization. It creates the conditions for both change and stability in adult life. Two complementary processes are the mechanisms for change and stability. These are situational adjustment and commitment. In the process of situational adjustment individuals take on the characteristics required by the situations they participate in. This may necessitate behavior change. In the process of commitment a person pursues a consistent line of activity often ignoring the principle of situational

adjustment because he has linked previously extraneous and irrelevant lines of action to the action under study. For example, he may turn down a new, higher paying job in order to maintain his friendships. This commitment process promotes stability. The conditions for both situational adjustment and commitment are created by the social structure. A structural explanation of personal change has important implications for attempts to deliberately mold human behavior. It suggests that we need not try to develop deep and lasting interests, be they values or personality traits, in order to produce behavior change. It is enough to create situations which will coerce people into behaving as we want them to and them to create the conditions under which other rewards will become linked to continuing this behavior. -- NIMH (1971).

Beckhard, Richard. An organizational improvement program in a decentralized organization. Journal of Applied Behavioral Science, 1966, 2, 3-25.

The following were set up as goals for an organization improvement program: improved communications among various parts of the organization; change in managerial style from management by control to management by objectives; improved operating efficiency; increased problem-solving skills of the total management; and establishment of a systematic program of growth and development for management executives. These goals were achieved through a series of problem-solving conferences, management seminars and workshops, semi-annual goal setting meetings, management team training programs, and task forces set up for the purpose of planning for cuts in overhead cost. -- NIMH (1971).

Beckhard, Richard. The confrontation meeting. Harvard Business Review, 1967, 45(2), 149-153.

Following major organizational changes, it is not uncommon that confusion and inefficiency will exist and affect productivity and organization health. Top management should have some method to determine attitudes and feelings to return productivity to the normal level. Usual methods for assessing organization health such as attitude surveys require too much delay. A quicker way to obtain a reading is to bring people together to assess the situation and initiate planning. Case examples are given and a sample plan for a confrontation meeting is presented. A "confrontation" meeting is suggested to provide top management with information and the opportunity to act on the information at the time it is presented. The confrontation meeting stimulates more involvement by all levels of management and speeds communication throughout the organization. The meeting can be held in 5 hours with all management losing only token time from assigned duties. --Wailand Bessent in Educational Administration Abstracts.

Beckhard, Richard. Organization development: Strategies and models. Reading, Massachusetts: Addison-Wesley, 1969.

Organization development is defined as an effort planned organization-wide and managed from the top to increase organization effectiveness and health through planned interventions in the organization's processes, using behavioral-science knowledge. Developing a strategy for systematic improvement of an organization entails an examination of the present state of affairs through diagnosis in two broad areas: (1) the various subsystems that make up the total organization system, and (2) the organization processes that are occurring. The term "change manager" is used to refer to those who are responsible for the organization's operations and effectiveness and who must accept major management responsibility in any planned organization or unit-wide change effort. The term "change agent" is used to refer to those people, either inside or outside the organization, who are providing technical, specialist or consulting assistance in the managment of a change effort. Alternative arrangements for linking organizations and outside resources and for the use of internal change agents are described. -- Maguire, Temkin and Cummings (1971).

Beer, Michael and Edgar F. Huse. A systems approach to organization development. Journal of Applied Behavioral Science, 1972, 8(1), 79-101.

Organization development (OD) efforts are often exclusively oriented to one method, one set of theoretical concepts, or one organizational variable. An input-process-output model of an organization was used as a framework for planned change. The program dealt with many organizational dimensions and used several intervention strategies and OD technologies. The effort resulted in substantial changes in organizational inputs, processes, and outputs. A number of findings about organization development have emerged from this OD experience and include the following: (1) OD efforts must not always start at the top; (2) the organization itself is the best laboratory for learning; (3) structural and interpersonal changes must complement and reinforce each other; (4) adult learning starts with behavioral change rather than cognitive change; and (5) the selection of change leaders as initial targets for the change program is a useful OD strategy.

Beer, Stafford. The world we manage. Behavioral Science, 1973, 18, 198-209.

This article is the Presidential Address presented by Professor Beer to the Society for General Systems Research at the annual meeting of the American Association for the Advancement of Science, Philadelphia, Decemeber 29, 1971.

Benne, K. D. and M. Birnbaum. Principles of changing. In W. G. Bennis, K. D. Benne and R. Chin (Eds.), The planning of change. (2nd ed.) New York: Holt, Rinehart, Winston, 1969. Pp. 328-334.

This paper outlines the method of Lewinian force-field analysis and enumerates certain change principles derived from it. Lewin saw behavior in an institution not as a static habit or pattern, but as a dynamic balance of forces working in opposite directions within the social-psychological space of the institution. Driving forces tend to raise the level of production. Restraining forces tend to lower it. In change there is an unfreezing of an existing balance or equilibrium, a movement toward new equilibrium, and the refreezing of the new equilibrium. Planned change must use these existing forces. There are three major strategies for achieving change: the driving forces may be increased; the restraining forces may be decreased; these two strategies may be combined. Maintenance of a desirable change must take into account the reaction toward the old pattern that follows change in an organization when pressure for change is relaxed. On the basis of this model of analysis, several principles are formulated: (1) relevant aspects of a subsystem's environment must be changed along with change in the subsystem; (2) in order to change behavior on one level of a hierachical organization, complementary changes must take place on adjacent levels; (3) change should begin at those points in the system where some stress and strain already exist; (4) but change should not begin at the points of greatest stress; (5) thorough-going changes should start with the policy-making body; (6) consideration must be given to both the formal and informal organization of an institution; and (7) the more levels of the hierarchy that participate in planning change, the more effective the change will be. -- NIMH (1971).

Bennis, Warren G. Theory and method in applying behavioral science to planned organizational change. Journal of Applied Behavioral Science, 1965, 1, 337-360.

Three assumptions underlie this paper: (1) that the proportion of contemporary change that is planned or that issues from deliberate innovation is much higher than in former times; (2) that man's wisdom and mundane behavior are somewhat short of perfection insofar as they regulate the fate and selective adaptation of complex human organization; (3) that behavioral scientists in increasing numbers are called upon to influence organizational functioning and effectiveness. The paper is concerned with the strategic, methodological, and conceptual issues brought about by the emergence of the action role of the behavioral scientist.

Bennis, Warren G. Changing organizations: Essay on the development and evolution of human organization. New York: McGraw-Hill, 1966.

A significant contribution to the literature of change, bringing the reader up to date on action, writings, and thinking in this field. Chapter 3, "Toward a 'Truly' Scientific Management: The Concept of Organizational Health," offers a helpful analysis applicable to any organization. Part 2 describes attemtps by behavioral scientists to apply their sociological and psychological knowledge toward inprovement of organizations through planning and controlling organizational change. Includes discussion of planned change and "operations research," change agents, change programs, and strategies. Though emphasis is on industrial management, implications are obvious. Clarity of presentation makes the text easy to follow. -- Culver and Hoban (1973, p. 246).

Bennis, Warren G. Organization development: Its nature, origins, and prospects. Reading, Massachusetts: Addison-Wesley, 1969.

Organization development is described as a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, challenges and dizzying rate of change itself. Seven characteristeics of organization development are explained: (1) its educational strategy is designed to bring about planned organization change; (2) the changes sought for in the effort are coupled directly with the exigency or demand the organization is trying to cope with; (3) its educational strategy emphasizes experienced behavior; (4) change agents in organization development are usually external to the client system; (5) it implies a collaborative relationship between change agent and client system; (6) its change agents share a social philosophy which emphasizes humane and democratic values and which governs their responses to client systems; and (7) its change agents share a set of normative goals based upon their philosophy. The author emphasizes that the basic value underlying all organization development theory and practice is choice. Four relevant threats to bureaucracy are described: (1) rapid and unexpected change, (2) growth in size where the volume of an organization's traditional activities is not enough to sustain growth; (3) complexity of modern technology where integration between activities and persons of very diverse, highly specialized competence is required; and (4) a psychological threat springing from a change in managerial behavior. Types of interventions are portrayed as follows: (1) discrepancy, (2) theory, (3) procedural, (4) relationship, (5) experimentation, (6) dilemma, (7) perspective, (8) organization structure; and (9) cultural. A need for the inclusion of power and conflict dimensions in organization development models is seen. -- Maguire, Temkin and Cummings (1971).

Bennis, Warren G. and Philip E. Slater. The temporary society. New York: Harper and Row, 1968.

Six separate essays by one or both of the authors "to force into view certain changes affecting vital aspects of our key institutions: organizational life, family life, interpersonal relationships, and authority." In the first essay, democracy is seen as inevitable -- the necessary social system of the electronic era. In the second essay, Slater looks at change and the democratic family, noting that "experiential chasms between age cohorts serve to invalidate parental authority" (p.24). The topics that follow concern the new style organizations beyond bureaucracy, social consequences of temporary systems, new patterns of leadership for adaptive organizations, and in the final chapter on the temporary society, the necessary education is prescribed for the art and science of being more fully human: how to get love, to love and to lose love; how to enter groups and leave them; how to attain satisfying roles; and how to cope more readily with ambiguity. "For the most part we learn the significant things informally and badly, having to unlearn them later on in life when the consequences are grave and frightfully expensive, like five-day-a-week analysis" (p. 127). -- Michael Marien (1971).

Arguing that "democracy is inevitable" because it is the only system that can cope with changing demands of contemporary civilization, the authors see the tasks of education as teaching how to live with ambiguity, identifying the adaptive process, making a virtue out of contingency, and being self-directing. Especially valuable to administrators is Chapter 5, "New Patterns of Leadership for Adaptive Organizations," with its emphasis on the concern for interpersonal relationships. -- Culver and Hoban (1973, pp. 246-247).

Bentzen, Mary M. and Kenneth A. Tye. Change: Problems and prospects. In John I. Goodlad and Harold G. Shane (Eds.), The elementary school in the United States. (72nd Yearbook, Part II, National Society for the Study of Education) Chicago: University of Chicago Press, 1973, Chapter 14.

A review and synthesis of the accumulation of knowledge about the nature and use of change strategies. Despite these developments, the authors find few satisfying solutions to the problem of changing schools. Propose that schools be viewed as a social system, that they become self-renewing and that they "will either do it themselves or it won't get done." -- Culver and Hoban (1973, p. 247).

Berlew, David E. Leadership and organizational excitement. In David A. Kolb, Irwin M. Rubin, and James M. McIntyre (Eds.) Organizational psychology: A book of readings (2nd ed.) Englewood Cliffs, New Jersey: Prentice-Hall, 1974. Pp. 265-277. Also in California Management Review, 1974.

Describes custodial, managerial, and charismatic modes of leadership. Custodial and managerial modes have not anticipated a time "when people would not be fulfilled even when they were treated with respect, were productive, and derived achievement satisfaction from their jobs.... they do not tell us why some organizations are excited or 'turned on' and others are not" (p. 266). Proposes making others feel stronger through new beliefs about human nature, high expectations, rewards instead of punishment, encouraging collaboration, helping only when asked, and creating success experiences. Includes a section on unanswered questions.

Berlew, David E. and William E. LeClere. Social intervention in Curacao: A case study. Journal of Applied Behavioral Science, 1974, 10 (1), 29-52.

This article describes an effort to apply behavioral science technologies to facilitate the social and economic development of the Caribbean Island of Curacao, Netherlands Antilles. A period of rising tensions, culminating in a labor dispute which erupted into a night of rioting, burning, and looting, preceded the intervention.

The project had two major elements: (1) motivation training, designed to encourage residents to view themselves as "origins" rather than "pawns" and enable them to set life and career goals and plan effectively to achieve them; and (2) and "outlet program," which involved the Island's leaders in creating new educational and job opportunities for individuals whose aspiration levels were raised by the motivation training. The intervention is evaluated, and several problems and issues relevant beyond the Curacao case are discussed. (Author's abstract)

Bible, Bond L. and James D. McComas. Role consensus and teacher effectiveness. Social Forces, 1963, 42(1), 225-232.

Role expectations and role performances of vocational agriculture teachers as perceived by the teachers and their school administrators were analyzed. Teachers were rated on their job effectiveness according to selected criteria. Teachers rated "high" in effectiveness and their school administrators

had greater agreement on role perception than did teachers rated "low" and their school administrators. Job satisfaction of the teacher was positively related to teacher effectiveness and to consensus on role definition. Both teachers and administrators had greater agreement on role expectations than on role performances for the teacher's role. (Authors' abstract)

Bigelow, Ronald C. Changing classroom interaction through organization development. In R. A. Schmuck and M. B. Miles (Eds.), Organization development in schools. Palo Alto: National Press Books. 1971. Pp. 71-85.

The problem is lack of knowledge of the ways in which changes in the norms governing communicative interaction among faculty (especially norms consciously learned by faculty) produced changes (parallel, opposite, or irrelevant) in the communicative interaction between teacher and student, particularly changes in the initiation of utterance by students in oral interchanges in the classroom, as measured by Flanders' observational technique.

Results: The data taken from tape-recordings of classroom sessions are compelling. From the evidence it is safe to conclude that the teachers involved in the organizational development project changed their verbal behavior. While the control group teachers increased their use of directions and criticism, the OD group teachers decreased their use of directions and criticism. The OD group teachers also increased their use of praise and encouragement, student ideas, and questions. Changes in the number of students' responses indicated a greater student involvement in the interaction process in the OD classrooms. Students in the control school were responding to an increased number of teacher questions, as were the students in the OD group. However, students in the latter group also were self-initiating more comments, thus indicating greater freedom to participate in a less prescribed manner. Students' attitudes have been shown to decline as the school year progresses (e.g., by Flanders, Morrison, and Leland, 1968; Gage, Runkel, and Chatterjee, 1963). But not only were OD students' attitudes toward classmates improved over those of the control group students; they did not themselves decline.

Blake, R. R., J. S. Mouton and R. L. Sloma. The union-managment intergroup laboratory: Strategy for resolving intergroup conflict. In W. G. Bennis, K. D. Benne and R. Chin (Eds.), The planning of change. (2d.ed.) New York: Holt, Rinehart, Winston, 1969. Pp. 176-191.

Labor-managment conflicts and cleavages in a win-lose context may be converted into a problem-solving approach on both sides by the efforts of a change agent team. A strategy is presented for conflict mamagement which combines the application of basic research findings and of a technology of face-to-face confrontation, in open conflict, of the images each party holds of the other and of himself. The role of the change agent in conducting such a program and the theory of changing implied in it are presented in detail. Based on behavioral science concepts, an educational laboratory was held. There were eight phases including orientation of participants to the laboratory; intergroup development of self-image and counter image; exchange of images by management and union; clarification of image; intragroup diagnosis with self-insight and understanding; consolidation of key issues; and planning for the next steps. The greatest impact will become evident when new issues and different problems arise in the relationship. Correcting a situation of long-term, chronic hostility requires continuous and diligent followup efforts. As much as a 5-year span may be needed before the root system that produced the original animosities can be replaced by a new and healthier root system. -- NIMH (1971).

Blumberg, Arthur and Richard A. Schmuck. Barriers to training in organization development for schools. Educational Technology, 1972, 12(10), 30-34.

Schools, like other organizations, are increasingly faced with the challenge of making more effective use of their human resources. Strategies to accomplish this vary from the additions of administrative or staff positions, through inservice training programs, to organizational development training. The last of these, though the least frequent, appears to be on the increase and is the concern of this article. Our interest is to discuss the meaning of organizational development training, to indicate some barriers to effective training, and to make note of some ways in which consultants might proceed to overcome barriers (p.30).

Bogen, I. Pupil-teacher rapport and the teacher's awareness of structures within the group. Journal of Educational Sociology, 1954, 28, 104-114.

An experimental study in classrooms of the benefits to the teacher of treating students as embedded in a social order instead of as isolated individuals.

Bogue, E. G. The context of organizational behavior: A conceptual synthesis for the educational administrator. Educational Administration Quarterly, 1969, 5, 58-75.

Individual behavior in organizations is viewed in terms of four perspectives: managemnt philosophy, organizational structure, group membership, and individual personality. The author feels that contemporary hierarchical organizational patterns tend to impede the following: (1) the achievement of individual self-actualization, (2) the occurrence of change and innovation, (3) the effective use of specialists in decision making, and (4) the development of an organic view of the organization. -- Maguire, Temkin and Cummings (1971).

Booth, Charlene Warren. Open wide the schoolhouse doors. Austin: Hogg Foundations for Mental Health (P.O. Box 7998, University Station, Austin, Texas 78712), 1974.

Describes, in a popular style, a project for school-community integration that began in "the mid-1960s" in the Columbia-Brazoria School District and is still continuing. The project began with an effort by the Child Development Division of the University of Texas Medical Branch at Galveston to improve its training of medical workers and to reach a wider clientele. The author describes the functions of various aides and describes the history of planning groups and project groups. Contains a brief but interesting section on activites of student groups. Discussion of evaluation is next to nil, and no statistics are given on outcomes. The fact of continuing, organized activity in all sectors of the community, however, argues that some benefit is being felt.

Bowden, Edgar. Ordinal scaling of mulitcategory perisiting and disappearing traits. Behavioral Science, 1973, 18(5), 386-390.

An ordinal scaling computer program in full FORTRAN for the IbM 360/25 system is described. Using an iterative method, it arranges individuals or societies, etc., in a scale sequence which minimizes the number of reversals of gradient along the scale of each trait on which the individuals have been allotted ratings. Up to a nine-point rating scale may be used. In contrast to previous methods, nonmonotonic or disappearing traits, having rating profiles rising to a maximum and then declining again, are handled at the same time as monotonic or persisting traits. Each trait in the data set is identified as one or the other of these two types, scaled accordingly, and an index of scalability computed for each trait. The method is demonstrated on a small set of artificial data. A reference is given to its application to a large set of cross-cultural data. (Author's abstract)

Bowers, D. G. OD techniques and theory results in 23 organizations: The Michigan ICL study. Journal of Applied Behavioral Science, 1973, 9(1), 21-43.

Bowers ... compared empirically the impacts over time of four interventions -- interpersonal process consulation, task process consultation, laboratory training (group development), and survey feedback -- and two control conditions -- data handback and no treatment -- on a host of attitudinal variables. Survey feedback, interpersonal process consultation, and data handback led to positive changes on a majority of the dependent measures, while task process consultation led to no change, and laboratory training and no treatment led to negative changes. Further analysis indicated that changes in perceived organizational climate (human resources primacy, communication flow, motivational climate, decision-making practices, technological readiness and lower-level influence) influenced the impacts of the interventions; without positive climate changes no interventions had very positive effects, and with them even laboratory training helped. The only intervention that directly improved organizational climate, however, was survey feedback. -- Frielander and Brown (1974, p. 331).

Boyer, Ronald K. Development for the new organizational team. Business Quarterly, 1969, 34, 64-71.

The article focuses on the use of laboratory methods in an organizational development program designed to enhance the effectiveness of new organizational teams. The general problems facing the new organizational teams and the organizations which form them are portrayed as follows: (1) What resources will the new team need? (2) How will the new team use it resources? (3) How soon, if ever, will the new team become effective? Seven main areas of concern in organizational development programs are identified: (1) the authority structure versus a multitude of complex interpersonal working relationships which bridge functions and individuals; (2) interdependency among people and functions; (3) the creative managment of uncertainty; (4) the management of conflict; (5) openness, direct communication, trust, self-insight, and interpersonal competence; (6) relationships with dynamic environments; and (7) a systems approach to interrelated individual skills, attitudes and behavior, interpersonal relationships and competence, organizational structure and policies, and organizational technology. -- Maguire, Temkin and Cummings (1971).

Bradford, Leland P. (Ed.) Group development. Washington, D.C.: National Education Association, 1966.

A collection of papers on group building.

Brown, Warren B. Systems, boundaries, and information flow. Academy of Management Journal, 1966, 9(4), 318-327.

Certain characteristics of systems, organizational boundaries, and information flows are discussed, with special reference to the administration of human organizations. Input information is classified as strategic, managerial, or technical, according to the level of decision-making (institutional, managerial, or technical, respectively) for which it is needed. It is proposed that organizations should have 3 types of intelligence structures, one for each type of information, to search the environment for needed input information. Further, it is proposed that organizations should have an information agency which is responsible for "the integration, evaluation, and comparison of the various kinds of information coming into the organization." (Thomas M. Shay in Educational Administration Abstracts)

Buchanan, Paul C. Crucial issues in organizational development. Yeshiva University, 1966. (Mimeo)

An example of looking for relevant factors by (1) specifying a domain of interest; namely, organizations in which change has been set going; (2) collecting reports of research on the domain; (3) looking for similarities and differences in the factors found in the reports; and (4) drawing conclusions and making recommendations for further work.

Buchanan, Paul C. Organizational development as a process strategy for change. Educational Technology, 1972, 12(10), 10-13.

As implied by the historical development of OD and the examples given in this article, much of the information regarding OD as a strategy has come fron industry. The purpose of this article has been to present enough information regarding this process, the issues to be managed and some models and technologies for coping with the issues, to enable the reader to form some idea regarding its relevancy and potential value in the improvement of schools (p. 13).

Buckley, Walter. Sociology and modern systems theory. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Argues that mechanical equilibrium and organismic models of society should be replaced by general systems theory, cybernetics, and information and communication theory. Sees sociocultural system as a complex, adaptive system that generates, elaborates, and restructures patterns of meanings, actions, and interactions. Treats conflict, deviance, collective behavior, coercive power, and social change.

Buckley, Walter (Ed.) Modern systems research for the behavioral scientist. Chicago: Aldine, 1968.

A book of readings.

Burke, W. W. Contemporary organization development: Conceptual orientation and interventions. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1972.

A collection of papers telling about recent trends and new techniques in OD, mostly in industry, but a few in other areas, including one in schools.

Burke, W. Warner and Harvey A. Hornstein (Eds.) The social technology of organization development. Fairfax, Virginia: NTL Learning Resources Corporation (2817 Dorr Avenue), 1971.

A selection of articles chosen for their utility in practical use for the individual working in the technology of organization development; a practical use treatise on how organization development affects organizations and contributes to their growth and change. Includes a chapter on OD in school districts by Schmuck and Runkel, which see.

Camaren, Reuben J. Innovation as a factor influencing the diffusion and adoption process. Dissertation Abstracts, 1966, 27(3-A), 621.

The purpose of this study was to determine whether innovations as relevant variables influence a differentiation in their social itinerary. A curricular practice (PSSC Physics) and an organizational form of instruction (Team Teaching) were the innovations selected. The investigation involved the adoption of an innovation over time, by an adopting unit (the school), in a given social setting. Findings indicate that diffusion of an innovation is not the result of a single element but rather the result of a complex set of elements, including some pertaining to the innovation. Findings suggest importance of three types of variables related to the diffusion of PSSC and Team Teaching: (1) those related to attributes of the innovation -- those which can be considered as intrinsic, such as divisibility, communicability, and costs -- and those which accrue to the innovation, such as pervasiveness, compatibility, and legitimacy; (2) those related to the access to and acceptance of influence stemming from outside the system, such access and acceptance depending on the individual's placement in the social structure, the target unit to which the innovation is directed, the extent to which outside agencies actively promote alternatives, or whether the potential adopter actively searches for alternatives; (3) those which may be considered as related to the innovation's unit of adoption, the decision-making ability of the potential adopter, the time of adoption, and the scale of operations of the institution

for which the innovation is intended. In general, more rapid acceptance is accorded innovations whose consequences of adoption are insular rather than pervasive, which focus on improving process rather than products, and whose acts of adoption are overt rather than ideological. Innovations in which influence is external to the social system for which intended are apparently unaffected by social systems boundaries, whereas those stemming from inside diffuse faster within than across differentiated segments of community structure. Innovations involving changes which relate directly to the improvement of instruction are difficult to adopt without the pretrained recipient. Adoption of such innovation is frequently due to advocacy by teachers following a relearning experience. Innovations involving changes which lead to more efficient utilization of available talent often are adopted by administrative prescription or are the result of communication of a decision from administrator to teacher.
--NIMH (1971).

Campbell, Donald T. From description to experimentation: Interpreting trends as quasi-experiments. In Chester W. Harris (Ed.), Problems in measuring change. Madison, Wisconsin: University of Wisconsin, 1962. Pp. 212-242.

Campbell, Donald T. Administrative experimentation, institutional records and nonreactive measures. In B. J. Chandler et al. (Eds.), Research seminar on teacher education. Evanston, Illinois: Northwestern University, 1963. Pp. 75-120.

Campbell, Donald T. Reforms as experiments. American Psychologist, 1969, 24, 409-429.

This article is a discussion of the ways in which improvements in a community or in an institution can be evaluated for their effects on a variety of indices. Recognizing that administrators need to make their decisions "look good," Campbell, nevertheless, thinks it is possible to stage reforms in such a way that they can serve as experiments. Using the enforcement crackdown on speeders which Governor Ribicoff of Connecticut instituted in 1953, the author analyzes trends in a number of traffice measures over the period from 1951 to 1959 as an illustration of some of the possibilities of evaluation of such reform as well as some of the difficulties. Common sources of misinterpretation of trends in social indices following a reform may be revealed when consideration is not given to: maturation of preexisting trends in the community; instability of measures (great deal of variability in the measure to begin with so that year-to-year variations may have less significance); regression effects (the speeding crackdown followed year of exceedingly high traffic fatalities); instrumentation artifacts (reform brings changes in process of measurement itself, i.e., increase the number of patients per capita in response to a mental health education reform may bring

about an increase of people seeking treatment with an erroneous conclusion that the education has worsened mental health). Concrete suggestions are proposed in which these misinterpretations can be avoided by: random selection of unit which is to try out new policy or treatment; matching of each pilot unit with a control; taking same measures before and after on both. Where this is not possible, staged innovation within an administrative unit is suggested so that those units which receive innovation last can serve as controls for those which receive it first. -- NIMH (1971).

Campbell, Donald T. and Julian C. Stanley. Experimental and quasi-experimental designs for research on teaching. In N. L. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally, 1963. Pp. 171-246.

Caplan, Nathan and Stephen D. Nelson. On being useful: The nature and consequences of psychological research on social problems. American Psychologist, 1973, 28(3), 199-211.

"The major conclusion ... is that person-blame interpretations are in everyone's interest except those subjected to analysis" (p. 210). "The purpose of ths article was to show why we must be wary of uncritically accepting the idea that the promotion and dissemination of social science knowledge are intrinsically good, moral, and wise" (p. 211).

Carey, Alex. The Hawthorne studies: A radical criticism. American Sociological Review, 1967, 32(3), 403-416.

A detailed comparison between the Hawthorne conclusions and the Hawthorne evidence shows these conclusions to be almost wholly unsupported. The evidence reported by the Hawthorne investigators is found to be consistent with the view that material, and especially financial, reward is the principal influence on work morale and behavior. Questions are raised about how it was possible for studies so nearly devoid of scientific merit, and conclusions so little supported by evidence, to gain so influential and respected place within scientific disciplines and to hold this place for so long. (Author's abstract)

Carlson, Richard O. School superintendents and the adoption of modern math: A social structure profile. In M. B. Miles (Ed.), Innovation in education. New York: Teachers College, Columbia University, 1954.

Educational diffusion studies (especially those done by Paul Mort) have previously ignored school officials' characteristics as influencing rates of adoption of innovations. The primary assumption of this study was that the position a superintendent holds in the social structure of school superintendents is

directly related to his rate of adoption of educational innovations. "New math" was the innovation whose adoption rate was studied in a county-wide interview survey of school superintendents. S-curves of adoption were significantly separate (approximately two years) for superintendents rating high and low on six social structure variables: (a) social network involvement (measurement of friendship choices, amount of self-perceived interaction, and perception of own systems rate of adoption compared with others') and (b) status (education, professionalism, and prestige). Study findings seem to negate two previous assumptions regarding superintendents' effect, i.e., that he is a victim of his budget and that he is a powerless officeholder.-- NIMH (1971).

Carlson, Richard O. Succession and performance among school superintendents. Administrative Science Quarterly, 1961, 6, 210-227.

This paper is part of a larger study of executive succession and its consequences. Taking origin of successor as a variable, some propositions are developed and tested about succession of chief executives. These deal with conditions of employment, salary, rule making, staff expansion and replacement, attitudes toward mobility, tenure, and patterns of succession. The data demonstrate that school superintendents promoted from within and those brought in from outside relate to their organizations in different ways with different organizations consequences. (Author's abstract)

Carlson, Richard O. Executive succession and organizational change. Chicago: Midwest Administration Center, University of Chicago, 1962.

Shows that insiders or place-bound successors are more limited in their influence on organizational change than are outsiders or career-bound successors. Points out characteristics of administrators who do and those who do not promote change. -- Culver and Hoban (1973, p. 248).

Carlson, Richard O. Environmental constraints and organizational consequences: The public school and its clients. In Behavioral Science and Educational Administration. Sixty-third Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1964. Pp. 262-276.

A scholarly presentation which develops a typology of organization-client relationships in service organizations and then suggests some of the consequences and implications of the type of relationships clients have with public schools. Develops the notions of wild and domesticated organizations, proposing a method of dealing with change in them. Attends to the question "What mechanisms are used by public school systems to adapt to an unselected clientele?" -- Culver and Hoban (1973, p. 248).

Carlson, Richard O. Adoption of educational innovations. Eugene, Oregon: CEPM-CASEA, 1965.

An examination of the role of social structure as it influences the communication about the adoption of new educational practices. The final chapter is a case study of difficulties in adopting programmed instruction.

Sets forth three criteria affecting adoption: (1) the characteristics of the unit, (2) the way the adopting unit is joined to communication channels, and (3) the position the adopting unit hods in the social structure of like units. Interesting data are given on characteristics of innovators and unanticipated consequences associated with adoptions of educational innovations. -- Culver and Hoban (1973, p. 248).

Carlson, Richard O. School superintendents: Careers and performance. Columbus, Ohio: Charles E. Merrill, 1972.

"Chapter 4 describes the characteristics and commitments that bear on the careers of the two kinds [career-bound and place-bound] of school superintendents....career decisions, preparation for the career, and career orientations....Chapter 6... indicates the circumstances that lead an organization to select a career-bound or place-bound executive.... The next three chapters show the organizational consequences of employment of the one type rather than the other.... Chapter 11 ...summarizes what the terms in office of place-bound executives mean for organizational development..." (p. 5).

Cawelti, Gordon. Innovative practices in high schools: Who does what -- and why -- and how. Nations Schools, 1967, 79(4), 56-88.

This study was undertaken to determine the adoption status of 27 important educational innovations. Through a nationwide survey of 7,237 accredited high schools, the author attempts to highlight the differences between innovative and noninnovative schools. Finally, he gives the reader some insight into how to go about change by having some of the more innovative schools surveyed relate their experience and advice. Major findings were (a) the typical high school reported in the survey used only 6 of the 27 innovations listed; (b) the most innovative schools were the large public suburban high schools spending more than $650 per pupil; (c) schools with larger enrollments tend to have more innovations; (d) the diffusion rate of new ideas is more rapid than previously, but still slow; (e) cost appears to be a retarding factor in many cases; (f) certain kinds of administrators seem to facilitate innovation, producing change even when funds are limited. Concrete suggestions for strategies of change cited by the schools included the advice that change is a process that takes time. One school followed a careful 3-year plan of change: the first year devoted to accommodating the innovation, the second year to changing the people involved, and the third year focused

on changing the curriculum and learning materials. Factors found to be instrumental in making the change effective included giving teachers plenty of latitude in proposing alternatives, stressing the advantages of the innovation, interacting and open exchanging of differences on change proposals. Important was the feedback from both teachers and students in identifying and correcting problems. Frequent meetings with teachers and administrators in both large and small groups for discussion of issues related to innovations were found to be imperative. -- NIMH (1972).

Also reported is the average number of innovations per school -- by enrollment, expenditures, type of support, and the area served. The innovations included in the study are classified as curriculum, technology, and organization. They range from nongrading, programmed instruction, flexible scheduling and gaming to teaching machines, PSSC Physics, CHEM Study Chemistry and college credit courses. (Clarence Hines in Educational Administration Abstracts)

Champagne, David and Richard M. Goldman. Teaching parents teaching. New York: Appleton-Century-Crofts, 1972.

Champagne and Goldman suggest in their book that teachers, especially urban teachers, need additional help in teaching. Such help might be provided by parents. Teaching Parents Teaching is intended to be used with experienced and prospective teachers who will then be able to assist parents to acquire teaching skills.

In this reviewer's judgment, the semi-programmed format of the book is no asset....

This is unfortunate because the book does contain challenging case materials along with numerous suggestions for role playing, recommendations for approaching particular parent-teacher problems, and a number of checklists and forms for observation and logging experiences. Prospective teachers will find useful ideas. -- F. L. Steeves in Educational Leadership, 1973, 30, p. 569.

Charters, W. W. Jr. Stability and change in the communication structure of school faculties. Educational Administration Quarterly, 1969, 5, 15-38.

Using data from several of his communication studies, the author seeks to explain the strong persistence in patterns of staff contact in a high school between the spring of one academic year and the fall of the next, despite a 50% turnover of personnel in the interim. He concludes that the stability of the communication structure depends to an important extent upon the stability of the scheme for dividing the school's labor and upon the constancy of the physical arrangement of work stations. -- Maguire, Temkin, and Cummings (1971).

Charters, W. W. Jr. Complexity as a dimension of the school's technical system: A working paper. Occasional Paper of CEPM-CASEA, University of Oregon, 1970. ERIC order number ED 057 443.

This paper traces the concept of complexity as it has been employed in empirical investigations of organizations over the last decade, presents a brief description of a doctoral dissertation in which complexity was one of the key variables, and then offers some summary comments on the utility of the complexity variable for schoool analysis. (Author's abstract)

Charters, W. W., Jr. and John E. Jones. On the risk of appraising non-events in program evaluation. Educational Researcher, 1973, 2(11), 5-8.

As educational researchers well know, characterization of the independent variable is a major bug-a-boo of program evaluation. Except in tightly controlled studies conducted in laboratory-like settings, experimental programs rarely "hold still" for the evaluator; they are subject to modification, refinement, and re-interpretation as they are put into practice in the field. Beyond this, however, evaluators encounter difficulty in describing in principle the essential dimensions according to which a proposed program differs from a conventional one.... A serious consequence of slighting the independent variable is that elaborately designed evaluation studies may sometimes end up appraising non-events, with one the wiser.... These observations are far from original with us, but the apposition of two studies recently completed at the University of Oregon so aptly illustrates the point that we feel impelled to report them. (from the article)

Charters, W. W., Jr. and Roland J. Pellegrin. Barriers to the innovative process: Four case studies of differentiated staffing. Educational Administration Quarterly, 1972, 9(1), 3-14.

Researchers at the Center for the Advanced Study of Educational Administration (now CEPM) spent the 1970-71 school year conducting on-site observational studies of four schools in their first year of implementing Differentiated Staffing. This article describes the characteristic course of events in the schools during that year and summarizes the chronic problems of change revealed by the observations. (Authors' abstract)

Charters, W. W. Jr., et al. The process of planned change in the school's instructional organization. Eugene, Oregon: CEPM-CASEA, 1973.

A symposium.... Summarizes some of the findings of attempts made to implement staff organization plans at the "grass-root" level of school and school district. Identifies factors that served to hinder or facilitate implementation of innovations. Process view of change emphasized. -- Culver and Hoban (1973, p. 249).

Chesler, Mark A. Social structure and innovation in elementary schools. Doctoral dissertation, University of Michigan, 1966. ERIC order number ED 014 817.

The author's purpose in this doctoral thesis is to study the relationship between teacher innovativeness and the internal staff relationships in a sample of 16 elementary schools. An innovation is defined as a new or unusual teaching practice a teacher reports he is using, or that a peer reports a colleague is using. Among the elements of the staff social system studied are teacher background and demographic variables; teachers'

perceptions of and attitudes toward their peers; teachers' perceptions of and reactions to the principal's behavior; common staff attitudes; structure of staff social relations; principal's priorities; and principal's sensitivity to issues of staff social relations and innovation. Findings reveal that educational level, teaching experience, and felt and desired influence appear to be positively and significantly related to one or more of the dependent variable measures. Some aspects of teacher-peer relations also appear to be positively and significantly related to one or more of the measures of innovation. Recommendations for further study are suggested in the areas of seeking information on teachers' values regarding their classrooms and the process of education, teachers' personalities, and their attitudes toward school and education. -- NIMH (1971).

Chesler, Mark A. and Mary Flanders. Resistance to research and research utilization: The death and life of a feedback attempt. Journal of Applied Behavioral Science, 1967, 3, 469-487.

This article illustrates how difficult true collaboration is, even for the behavioral scientist, in an account of two meetings at which researchers in a school system reported back to school principals about their findings. At the first meeting the researchers were greeted with distrust and skepticism, but the principals asked for additional information which had not been included in the first analysis. The researchers complied and found that in the second meeting they were able to achieve a collaborative relationship with the principals. The authors analyze the forces operative in the two meetings and conclude with a summary of the "rules of the game" for such planned interventions. Rules of the game which the authors cite apply not only to feedback attempts but to the whole process of research in an applied setting. They suggest four steps: (a) client preparation and contract formation in which the scientist explains what he wants to do and gains client agreement (both give up the expectation that dogma will emerge from the study); (b) establishment of trust in which the scientist explains hie own values and his acceptance of the client's and is candid about his personal and professional limitations (demonstrating that the practitioner can feel safe in dealing with sensitive issues); (c) demonstration of valued resources in which the scientist presents observations tied to relevant practitioner criteria (so that practitioner can act upon them); (d) facilitation of autonomy in which the scientist promotes collaboration rather than dependency and gives the client the encouragement and skills to proceed further on his own. -- NIMH (1971).

Chesler, Mark A. and Robert Fox. Teacher peer relations and educational change. National Educational Association Journal, 1967, 56(5), 25-26.

The authors explore and stress the importance of interpersonal

relationships within the school as factors in the change process. They feel that the roles of the individual teacher and the faculty peer group in initiating and maintaining the change process have been largely neglected in studies of planned change. Generalizations drawn from this research review include: (1) opportunities for formal and informal associations with colleagues encourage teachers to share their ideas about change, such teachers are more likely to know and support each others' innovations than those who do not have this kind of association; (2) sometimes the faculty is so organized it blocks the sharing and dissemination of new ideas (new teachers in a system eager to try new ways only to be blocked by an established culture dominated by older teachers who do not welcome the suggestions of new recruits); (3) teachers who, as a group, feel powerless, isolated, uninvolved, and dissatisfied with their roles, are not likely to instigate change; (4) teachers need to feel involved and potent in their organization in order to support educational change, and need backing of their follow teachers and administrators before they are willing to try new ideas; (5) establishing a healthy climate for change, there is first a need to develop ways for individual teachers to share new ideas with other staff members and gain support for worthy innovations; (6) suggestions for adopting new administrative styles which decentralize decision-making enabling teachers to be involved in developing innovations and change; and (7) inservice programs -- going beyond the traditional college extension courses to workshops or laboratories -- which help teachers perfect problem-solving skills, exploring interpersonal processes, openness of communication, and analysis of the field of forces affecting efforts to change. -- NIMH (1971).

Chesler, Mark A., Richard A. Schmuck, and Ronald Lippitt. The principal's role in facilitating innovation. Theory into Practice, 1963, 2(5), 269-277.

The authors report on a pilot study that was designed to determine the influence of the principal's behavior on the development and sharing of innovative classroom practices (i.e., new to that particular teacher). Teaching is improved when teachers can share ideas and experiences, and staff interpersonal relations influence such sharing. The role of the principal in this process is both direct, in encouraging or discouraging an atmosphere supportive of experimentation and sharing, and indirect, in that his style of leadership may encourage staff relations that make the teachers comfortable when discussing innovative attempts. The factors most relevant to teachers' initiating creative efforts were found to be: (1) new practices could help solve problems important to them and their students, (2) a given practice is easily adaptable to their own teaching style and therefore does not necessitate a great expenditure of time and energy, and (3) the school administration will support new practices. Accuracy of

the principal's sensitivity to his staff's interests and perceptions also affected innovations (a difference of 1.4 innovations per teacher in the study). Such sensitivity seemed to indicate a higher value for improving and evaluating classroom procedures and encouraging teacher growth than for efficient management. -- NIMH (1971).

Chesler, Mark A. et al. Planning educational change, vol. 2: Human resources in school desegration. Washington, D.C.: Department of Health, Education and Welfare, 1969.

Though addressing a specific problem (desgregation) and specific personnel (school superintendents), this manual outlines a process using planned steps: identification of goals, diagnosis of the situation, development of plans, feedback and evaluation, and recycling step in which further goals are established for continuing change efforts. Planning Educational Change, vol. 3, Integrating the Desegregated School, Department of Health, Education and Welfare (HEW), Washington, 1970, discusses the principal as leader in the change process, Chapter 6-9. -- Culver and Hoban (1973, p. 249).

Chevalier, Michel, Leslie Bailey, and Tom Burns. Toward a framework for large-scale problem management. Human Relations, 1974, 27(1), 43-69.

Sets forth four systems of activity: social, technical, environmental, and material; five phases of decision process: articulation, goal-definition, design, action, and evaluation; three classes of changes: those to satisfy a general class of interest, those providing instrumental social or material changes, and those involving specific or functional interests; three degrees of certainty: actual, emerging, and potential; three scales of interaction: context, system-context, and in-system; three intensities of conditions of change : stable, adapting, and transforming; and three components of organizational planning: operations, forward, and future planning. Shows how these concepts can guide large-scale planning and action.

Christie, Samuel, Adrianne Bank, Carmen M. Culver, Gretchen McCann and Roger Rasmussen. The Problem Solving School. Dayton, Ohio: Institute for Development of Educational Activities, 1973.

Coch, Lester and John R. P. French, Jr. Overcoming resistance to change. Human Relations, 1948, 1, 415-556. Reprinted in Guy E. Swanson, Theodore N. Newcomb, and Eugene L. Hartley (Eds.), Readings in social psychology. New York: Holt, 1952, pp. 474-490. Also in Dorwin Cartwright and Alvin Zander (Eds.), Group dynamics: Research and theory. Evanston, Illinois: Row, Peterson, 1953, pp. 257-279. Also in Eleanor E. Maccoby, T. M. Newcomb, and E. L. Hartley (Eds.), Readings in social psychology. New York: Holt, 1958, pp. 233-279. Also in Harold Proshansky and Bernard

Seidenberg (Eds.), Basic studies in social psychology. New York: Holt, Rinehart, Winston, 1965, pp. 444-460.

A study was done to determine why retraining after transfer of an experienced employee took longer than training a new employee. It was found that conflict between two forces, motivation toward reaching the production goal and difficulty of the job, produced frustration. This frustration caused a high rate of absenteeism and turnover both right after transfer and just before reaching the production goal. The first peak in rate of turnover, after transfer, was due to job difficulty; the second peak was believed to be due to cohesiveness of the work group. If the cohesive group is antagonistic toward management then they ofter set their own production goals below management's. An experiment was set up in which the transfered groups had either no participation, participation through representation, or total participation in planning their new working conditions. It was found that the rate of retraining was directly proportional to the amount of participation; the rate of turnover, inversely proportional. -- NIMH (1971).

Although this work was done in a factory and studied tasks on an assembly line, I include it (1) because the principles of instigating change have some relevance to schools and (2) because the study is an early, classic, seminal, experimental study of organizational change. -- PJR.

Later work along this line includes J. R. P. French, Jr., I. C. Ross, P. Smyth, J. R. Nelson, and S. Kirby. Employee participation in a program of industrial change. Personnel, 1958, 35, 16-29. Also J. R. P. French Jr., J. Israel, and D. Aas. An experiment on participation in a Norwegian factory. Human Relations, 1960, 13(1), 3-19. Also J. R. P. French Jr., E. Kay, and H. Meyer. Participation and the appraisal system. Human Relations, 1966, 19(1), 3-20.

Coffey, Hubert and William Golden. Psychology of change within an institutuion. In In-service education for teachers, supervisors and administrators. (Fifty-sixth Yearbook, Part 1, National Society for the Study of Education) Chicago: University of Chicago Press, 1957. Pp. 67-102.

Looks at the person in relation to tension systems, differentiation, and isolation, as well as in direct communication with his environment. Discusses change in social systems, the concept of role, and characteristics of institutional groups. Cites major principles of institutional changes: two-way communication with continuous participation and feedback, and role differences between levels which create barriers to problem solving within a group and resistance to change within the individual. -- Culver and Hoban (1973, p. 250).

Coleman, James S. Innovations in the structure of education. Technical Report (no date) of the Center for the Study of Social Organization of Schools, Johns Hopkins University, 1968. ERIC order number ED 015 159.

This paper examines the kinds of change in education, especially at the secondary level, that Western societies are presently undergoing and can expect to continue to undergo in the near future. Certain modifications in the conception of schooling which these changes require are suggested. The author discusses innovations by which children learn not by being taught, but by finding themselves in specially-constructed environments in which learning occurs as a byproduct of the child's actions in coping with his environment. The author feels that schools of the future will utilize this method rather than the student-teacher role relationship. These schools have the qualities of (1) providing a greater degree of pluralism with rewards for a wider range of achievements, (2) allowing for higher over-all levels of performance, (3) providing intense enough experience to overcome differential family background, and (4) encompassing to larger portion of the child's life. The appropriate model is seen as a form of Boarding Community-School using stimulation games and computer assisted instruction to individualize learning experiences.

Coleman, James S. The children have outgrown the schools. Psychology Today, 1972, 5(9), pp. 72, 74, 75, 82. Reprinted in the National Elementary Principal, 1972, 52(2), 16-21.

Suggests that the environment outside the school is now capable of taking over many of the school's classical function, while educational functions traditionally carried on outside the school are now largely missing. (JF in Current Index to Journals in Education, January-June, 1973, p. 654)

Coleman, James S., Ernest Q. Campbell, Carol J. Hobson, James McPartland, Alexander M. Mood, Frederic D. Weinfeld, and Robert L. York. Equality of educational opportunity. Washington, D.C.: Government Printing Office, 1966.

That students learn more in "good" schools than in "poor" schools has long been accepted as a self-evident fact not requiring verification. Thus, the finding that schools with widely varying characteristics differs very little in their effects is literally of revolutionary significance .... this is not a good study of the effects of education on minority-group performance; it is just the best that has ever been done. -- Robert C. Nichols in Science, 1966, 154(3754), 1312-1314.

As a scientific document the report is a success, but as a political document it is a failure. -- John Harding in Contemporary Psychology, 1969, 14(10), 526-540.

(1) Children from minority groups (Orientals largely excepted) enter school scoring behind whites in achievement and fall farther back until by 12th grade they are as much as three to five grades behind. (2) What is fed into the schools in the way of teachers, books, buildings and other resources have much less effect on achievement levels that the students' family background and the social environment of the student body. In other words the schools bring little influence to bear on a child's achievement that is independent of his background and general social context. (3) The most telling factor is the attitude of students toward themselves. When students feel they have control over their environment and destiny, they achieve more. Negroes with this positive self-concept score higher than whites who lack that conviction. (4) Integration on the basis of race and class improves performance in some circumstances. When schools are 50 percent white or higher and 50 percent middle class or higher, achievement of minority pupils improves without adverse affect on the majority. Both white and minority pupils suffer in achievement when the percentage of whites fall below the 50 percent mark. -- James F. Welsh in Educational Researcher, 1967 (July), 8-9.

See also Robert L. Crain in American Journal of Sociology, 1967, 73, 354-356.

Coleman, John H. Jr. and William D. Cushnie. Organizing neighborhood task forces. In Robert A. Luke, Jr. (Ed.), First tango in Boston: A seminar on organization change and development. Washington, D.C.: National Training and Development Service, 1973. Pp. 13-28.

In a large project to improve the "service delivery" of city agencies, one phase called for establishing "neighborhood task forces" among the residents. This article tells of the methods used for entry and stabilization and lists the strengths and weaknesses discovered in the methods. A useful check-list for any plan for organizing neighborhood teams. For other phases of the product, see Klein (1973) and Perkins (1973).

Collins, Barry E. and Bertram H. Raven. Group structure: Attraction, conditions, communication and power. In Gardner Lindzey and Elliot Aronson (Eds.), Handbook of social psychology. (2nd ed., Vol. IV) Reading, Massachusetts: Addison-Wesley, 1969. Pp. 102-204.

Contains (pp. 166-168) the well-known French and Raven bases of power: informational, coercive, referent, expert, legitimate, and negative.

See also J. R. P. French, Jr. and B. H. Raven. The bases of social power. In Dorwin Cartwright (Ed.), Studies in social

power. Ann Arbor: University of Michigan Press, 1959, pp. 150-167. Also B. H. Raven. Social influence and power. In I. D. Steiner and M. Fishbein (Eds.), Current studies in social psychology. New York: Holt, Rinehart, Winston, pp. 371-382.

Coombs, Clyde H. and J. E. Keith Smith. On the detection of structure in attitudes and developmental processes. Psychological Review, 1973, 80(5), 337-351.

A model for attitudinal data is formulated in a manner which leads to a generalization of some relevance to developmental data. A general method for the analysis of such data which has a number of special cases corresponding to different types of developmental processes is provided. The correspondence between these types of developmental processes and the properties of the data is described. (Author's abstract)

Corwin, Ronald G. Militant professionalism: A study of organizational conflict in high schools. New York: Appleton-Century-Crofts, 1970.

Compared with the tranquil schools, we find that the discordant schools have younger faculties which have been in the system for a shorter period of time; they have more professional faculties (with the exceptions that they have lower client orientations and slightly smaller proportions inactive in professional organizations). They are more gregarious, but they talk less frequently with the principal and are more negative toward the principal. They have higher job satisfaction but lower career satisfaction.

The discordant schools are larger, more bureaucratic, more heterogeneous and have higher rates of staff turnover and expansion, but they permit teachers to assume more routine decisionmaking authority, are less complex, rely less on rules, and are less closely supervised; they also have a lower total tax base. They place more emphasis on character training and critical thinking and put comparatively less emphasis on subject matter and vocational training. They also have a higher proportion of students attending college (pp. 278-279).

Costello, Timothy W. Change in municipal government: A view from the inside. Applied Behavioral Science, 1971, 7, 131-145.

Preliminary to a description of five change decisions made by New York City municipal government, rules of political practice as they affect change are discussed briefly, a simple taxonomy of organizational change is illustrated from municipal experience, and differences between the public and private sectors that either facilitate or hinder change are identified. An inductive method is used to describe five municipal changes in the areas of organizations, education, labor relations, air pollution, and model cities, and then to analyze the processes through which the changes occurred.

Cottle, Thomas J. Strategy for change. Saturday Review, September 1970, pp. 70-71, 79-82.

The author discusses a training program developed for Bristol Township (Pa.) schools, which was based on three assumptions about the nature of change and the ways in which resistance to change can be overcome. First, the training program must be strongly and consistently supported by the district's educational leaders -- the superintendent and his top staff. Second, the program must include the entire school community. The superintendent, his staff, and the entrire teaching force must participate; ideally the program should include important lay members of the community as well. Third, training must be focused on personal growth for organizational adaptation to change, rather than on personal growth alone. -- Maguire, Temkin, and Cummings (1971).

Croft, John C. Organizational development for Thornlea: A communication package and some results. Journal of Applied Behavioral Science, 1970, 6, 93-106.

The author believes that most organizations have a structure which was designed to solve problems which no longer exist. Looking at the school as a social system or organization, he views organizational development as being directed toward developing the capabilities of an organization in such a manner that it can attain and sustain an optimum level of performance. Organizational development is viewed as a problem-solving process which is undertaken on a collaborative basis by a combination of the members of an organization and behavioral science practitioners. Utilizing assumptions which are supported in the behavioral science literature, the author presents the following as objectives for an organizational development program in a school setting: (1) To create an open problem-solving climate throughout the organization. (2) To supplement the authority associated with role or status with the authority of knowledge and competence. (3) To locate decision-making and problem-solving responsibilities as close to the information sources as possible. (4) To build trust among individuals and groups throughout the organization. (5) To make competition more relevant to work goals and to maximize collaborative efforts. (6) To develop a reward system which recognizes both the achievement of the organization's mission (profits or service) and organization development (growth of people). (7) To increase the sense of "ownership" of organization objectives throughout the work force. (8) To help managers to manage according to relevant objectives rather than according to "past practices" or according to objectives which do not make sense for one's area of responsibility. (9) To increase self-control and self-direction for people within the organization. The author stresses that people in education need to pay a little less attention ot the setting of utopian goals and the designing of ways to evaluate whether the goals are

being obtained; rather, they should deal more creatively with what is available and build the strong relationships and organizational health necessary to creating a strong enough internal state or stamina for such an organization to flourish and grow. -- Maguire, Temkin, and Cummings (1971).

Cronbach, Lee J. and Patrick Suppes (Eds.) Research for tommorow's schools: Discipline inquiry for education. New York: Macmillan, 1969.

Spells out the way to overcome the unproductiveness of present day research with specific recommendations for research designed to result in genuine school improvement. Participants: the editors, James S. Coleman, Lawrence A. Cremin, John I. Goodlad, Calvin Gross, David M. Jackson, and Israel Scheffler. -- Culver and Hoban (1973, p. 251).

Culver, Carmen M. and Gary J. Hoban (Eds.) The power to change: Issues for the innovative educator. New York: McGraw-Hill, 1973.

A series of essays by the staff of IDEA. "... deals with an array of factors likely to strengthen or weaken the ability of the individual school to change" (p. xii). Contains an excellent bibliography.

Dahl, Robert A. After the revolution? -- authority in a good society. New Haven: Yale University Press, 1970.

In lucid language and orderly progression, Dahl describes the concerns of individuals and society in collective decision making. He describes various methods of decision making and the advantages and disadvantages they carry for the sometimes conflicting concerns.

Davies, Don. Citizen participation in education: Annotated bibliography. New Haven, Connecticut: Institute for Responsive Education (70 Sachem Street), 1974.

Contains sections on: Theoretical background, Community action, School problems, School politics, Community control and citizen advisory committees, Community schools, Administration and accountability, Guides for citizens, Bibliographies, and Dissertations.

Davis, Sheldon A. An organic problem-solving method of organizational change. In W. G. Bennis, K. D. Benne, and R. Chin (Eds.), The planning of change. (2d ed.) New York: Holt, Rinehart, Winston, 1969. Pp. 357-370.

The culture of an organization as well as the individuals in an organization must change. This means that attention must be given to the value system, the social structure and the

technical system of an organization. Central to this effort are: (1) the principles of confrontation and (2) laboratory training viewed as a menas not an end so that most of the effort is exerted in on-the-job situations after the people have attended labs and not in the labs themselves. This requires a nonmechanical, organic approach. This kind of approach consists of: (1) ability to view the culture analytically without becoming alienated from it; (2) optimism regrading chances for change since this increases the psychological freedom for introducers of change; (3) a systems approach which increases conceptual freedom; (4) use of consultants for third party facilitation; (5) confrontation and feedback; (6) empathy or "becoming the other"; (7) dealing with problems here and now; (8) multiplier planning which means choosing alternatives with the greatest potential for change; (9) fanning-out so that someone who does something leads to others doing something; (10) alternate acting and critiquing rather than serial action; (11) testing available choices rather than not taking a chance with them. There is an extensive description of the application of these principles in a concrete organizational setting. -- NIMH (1971).

Daw, Robert W. and N. L. Gage. Effect of feedback from teachers to principals. Journal of Educational Psychology, 1967, 58(3), 181-188.

Each member of an experimental group of 151 elementary school principals was given feedback concerning his teachers' ratings of their actual and ideal principals on 12 behaviors. These principals were subsequently found to differ significantly, in the direction of teachers' preferences, from 143 principals in a control group. Initial differences in ratings were controlled by analysis of covariance. A 2nd, nonpretested control group did not differ from the pretested control group; hence the pretest itself did not produce the effect and difference between experimental and control groups was attributable to the feedback itself. Two intervals between feedback and 2nd ratings, 2 forms of feedback, the principal's age and experience, and sequence and direction of the rating-scale items were found to be nonsignificantly related to the effect of the feedback. The results suggest that feedback of this kind improves the behavior of elementary school principals. (Author's abstract)

de Charms, Richard. Origins, pawns, and educational practice. In G. S. Lessor (Ed.), Psychology and the educational process. Glenview, Illinois: Scott, Foresman, 1969.

Competent people usually see themselves as origins of action, not as pawns pushed forward by others. de Charms has developed methods for increasing the degree to which students see themselves as origins.

Deci, Edward L. Work -- who does not like it and why. Psychology Today, 1972, 6(3), pp. 57, 58, 92.

> It is clear to me that if we want individuals to enjoy what they do, to derive joy and satisfaction from their work as well as their play, we must do two things. We must create more activities that are inherently interesting and gratifying; and we must not use extrinsic rewards in a way that will lower the interest level of those activities that are intrinsically motivated. We should learn to give verbal support to our friends, colleagues and children, and not rely on tendencies to reward or threaten. External controls may get others to act the way we want them to, but such controls absolve them to the feeling of responsibility for those acts. Controlling others seems to insure that others will not control themselves (p. 92).

Dember, William N. and Robert W. Earl. Analysis of exploratory, manipulartory, and curiosity behaviors. Psychological Review, 1957, 64, 91-96.

> Sets forth the theory of cognitive complexity and pacing in an individual's readiness to move into new tasks.
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> See also R. W. Ear. Problem solving and motor skill behaviors under conditions of free choice. Doctoral dissertation, University of Michigan, 1957. Also the brief discussion of these experiments on page 825 of D. E. Berlyne: Laughter, humor, and play. In Gardner Lindzey and Elliot Aronson (Eds.), Handbook of social psychology (Vol 3), Reading, Massachusetts: Addison-Wesley, 1969, pp. 795-852.

Derr, C. Brooklyn. Organization development in one large urban school system. Education and Urban Society, 1970, 2, 403-419.

> The author lists the essential components of the organization development (OD) method as: (1) The scope: It is an organization-wide effort to change the system. (2) The method of working: Premised on the assumption that those who really know the system best and have a reason for wanting to change it are the members of the organization, OD specialists attempt to transfer their skills and knowledge to their clients through collaboration so that the clients can independently be responsible for their own organizational change. (3) The need for legitimacy: OD recognizes organizational authority as a force which could destroy any effort to change an organization and, therefore, OD specialists insist on the approval and active collaboration with those at the top of the organizational hierarchy. (4) The definition of an organization: Any system made up of three or more persons with a purpose (it is assumed that most OD will be done in complex organizations comprised of many persons and multiple goals) that can act independently enough to make its own decisions about whether, where, and how it will change. (5) The targets of change: Any aspects of the system (persons, structure, general

culture, attitudes, methods of working together) that need to be changed in order for the organization to meet its effectiveness criteria as defined by the client. -- Maguire, Temkin, and Cummings (1971).

Derr, C. Brooklyn. The utility of organization development methods for educational planning. (Paper presented at a JSGOMRAM Meeting, Burlingame, California; 1970.

The relationship between human behavior and organizational development is explored. The author believes that certain current planning practices are at odds with normal human behavior, such as the tendency to subvert plans which one has had no part in making, to seek independence for oneself, to hoard information. The solution is to have decisions made at the level at which the necessary information is generated. A program for implementing such programs has been developed at the University of Oregon. It consists of improving communication skills, changing norms and structural change. It promises to enable organizations to overcome the human factors in resistance to planning by encouraging trust and willingness to cooperate within an organization. -- Maguire, Temkin, and Cummings (1971).

Derr, C. Brooklyn. Organizational adaptation to forces for change in a big city school system. (Paper presented at the Annual Meeting of the American Educational Research Association, New York), 1971.

Utlizing the Lawrence and Lorsch approach to organizational a analysis, a study was conducted to determine the extent to which a large eastern urban school system was adapting to its organizational environment. It was determined that the school system studied had not adapted to the environmental requirements on differentiation or collaboration, but did show a high degree of integration. It was indicated, however, that if the school system moved to differentiate and collaborate more, a high quality of relationships (integration) could dissolve because they were untested in a work situation. In sum, it was decided that this school system had not adapted to its environmental requirements. -- Maguire, Temkin, and Cummings (1971).

Derr, C. Brooklyn. Conflict resolution in organizations: Views from the field of educational administration. Public Administration Review, 1972, 32(5), 495-501.

This article attempts to consider organizational conflicts from the administrator's point of view; thus, it outlines some methods that an administrator may use to develop a strategy for conflict resolution. The article, first, identifies the most common kinds of organizational conflicts. Second, it underscores the importance of differentiating between conflicts (e.g., between those that foster creative tension and those that are potentially destructive to the organization), and it presents a model for determining the degree to which they are important and should be resolved.

Finally, the article presents some specific proposals for resolving organizational conflicts and summarizes these proposals by presenting the "Organizational Conflict Resolution Grid." (Excerpted from author's abstract)

See also C. Brooklyn Derr. Surfacing and managing organizational power. OD Practitioner, 1972, 4(2), 1-4.

Derr, C. Brooklyn. Major causes of organizational conflict: Diagnosis for action. Working paper from the Human Systems Development Center, University of California at Los Angeles, Spring 1974. (Mimeo)

Classifies locus of conflict by systemic level. Describes technologies of collaboration, bargaining, and power. Cites literature in 11 journals since 1950. Extensive bibliography. Well organized.

Derr, C. Brooklyn. Managing organizational conflict: When to use collaboration, bargaining, and power. Working paper from the Human Systems Development Study Center, University of California at Los Angeles, April 1974. (Mimeo)

Title gives content. Well organized. Gives very useful detailed suggestions about diagnosis, advantages and disadvantages of the three strategies, and suggestions for making use of mixing the strategies.

Derr, C. Brooklyn. Organization development in education. UCLA Educator (Graduate School of Education, University of California at Los Angeles), 1974, 16(2), 28-31.

An introduction, comprehensive though brief, and clearly written.

Derr, C. Brooklyn and Ada Demb. Entry and urban school systems: The context and culture of new markets. Education and Urban Society, 1974, 6(2), 135-152.

Describes processes of entry and ten factors that militate against the acceptance of OD by large city schools: Lack of supportive and compelling environmental forces; lack of adequate financing; lack of required interdependence; high value on autonomy; promotion from within; dearth of professional schools teaching OD; general skepticism or mistrust; management by crisis; extreme environmental vulnerability; and low accessibility of educational consultants.

See also C. Brooklyn Derr. Successful entry as a key to successful organizational development in big-city school systems. In W. Warner Burke and Harvey A. Hornstein (Eds.), The social technology of organizational development. Arlington, Virginia: NTL Institute for Applied Behavioral Science, 1972. Pp. 41-52.

Deutsch, Karl W. and William G. Madow. A note on the appearance of wisdom in large bureaucratic organizations. Behavioral Science, 1961, 6, 72-78.

How to compute the degree of which "wise decisions" by administrators appear by chance.

Doll, Russell C., Barbara J. Love and Daniel U. Levine. Systems renewal in a big-city school district: The lessons of Louisville. Phi Delta Kappan, 1973, 54(8), 524-534.

The author's conclusions include: "2. The format for training and organizational development should be closely interwoven with the regular academic schedule. 3. Plans for bringing about change falter when resources ... are not provided in sufficient quantity.... 4. Planning and evaluation procedures emphasizing formative evaluation, behavioral objectives, criterion-referenced testing... have not as yet been shown to have great utility ... other than their obvious role in helping call attention to blatant problems in the schools" (p. 532). Contains a history of the change efforts and many useful comments.

Duffin, Richard, Arnold Falusi and Philip Lawrence. Organization development: Problems can only be solved from the inside. School Progress, 1972, 41(10), 62-64.

These two articles tell some benefits produced by OD in York County, Ontario, including more effective meetings of groups of administrators, better allocations of teacher-pupil ratios, more exact predictions of enrollments, saving money on surplus textbooks, joint decisions by principals on budget, and savings on non-instructional costs.

Dyer, William G., et al. A laboratory-consultation model for organization change. Journal of Applied Behavioral Science, 1970, 11, 211-231.

A project which sought to optimize both entry methods and transfer activities by a single developmental approach using laboratory training to build a consulting relationship between internal consultants and their operating managers in an industrial organization is discussed. The elements of this design included: (1) laboratory training as an initiating vehicle, (2) the use of internal Trainer-Consultants (persons who diagnose management and organization needs, design a training program for certain personnel, and then conduct the program), (3) the use of data collection and feedback, and (4) a single management and organizational conceptual framework. While this design reduced entry and transfer problems, other problems occured: (1) uneven skill on the part of the managers to implement laboratory learnings, (2) some lack of skill on the part of the Trainer-Consultants to intervene effectively, and (3) the existence of certain organization conditions that do not support change. -- Maguire, Temkin, and Cummings (1971).

Emery, F. E. and E. L. Trist. Socio-technical systems. In C. W. Churchman and M. Verhulst (Eds.), Management sciences: Models and techniques. (Vol.2) Pergamon, 1962, pp. 83-97. Reprinted in Michael Argyle (Ed.), Social encounters: Readings in social interaction. Middlesex, England: Penguin Books, 1973, pp. 272-285.

Discusses the reciprocal influence of technical and social systems in organizations.

Essig, Don M. The effects of multiunit differentiated staffing organization on teachers' attitudes and instructional programs. Doctoral dissertation, University of Oregon, 1971.

The primary purpose of this study was to explore the effects of [an] experiment with the organizational structure of the elementary school.... two experimental and two control schools participating in the experimental Multi-Unit, Differentiated Staffing project in the Eugene Public Schools were used. Data was collected in all four school both immediatley prior to and one year after the project was initiated.

Results of the data collected in reference to the instructional programs in the experimental schools showed increased opportunitites for students to be involved in determining their educational program, a greater number of collaborative teaching arrangements between staff members, additional involvement of non-classroom personnel with students on an instructional basis, new techniques used for reducing the adult/student ratio for many instructional activities, elimination of traditional lock-step ability-grouping practices, and the creation and maintenance of instructional units or teams with regular planning sessions. Data from the CASEA questionnaires indicated that goals were written down and distributed to nearly all staff in the experimental schools. The questionnaire data also showed that involvement of staff members in the actual planning and development of the school's curriculum had increased. Data collected in the control schools indicated no major changes in the instructional programs nor were goals for the schools written down and distributed to all staff. (Excerpted from author's abstract)

Fairweather, George W. Methods for experimental social innovation. New York: Wiley, 1967.

During the course of 13 years of experimental work aimed at solving the problems of several marginal groups, Fairweather developed conclusions regarding social innovations. One of the first obstacles to social innovation research in a rehabilitation setting is the traditional separation of research and service -- administration commitments are necessary for the success of research efforts. Administration commmitments

on the basis of prestige cause problems when the time comes to back up commitments with staff, space, etc. Common misconception held by institution management is that research will bring additional services to the institution without cost to the institution. Researcher should require definite commitments from managements regrading budget, space authority, staff publication rights, etc. Researcher, in turn, must assume management of progress reports, procedures and norms. Researcher must determine if results of experiment can be generalized to society, depending upon representative sample, social context, evaluation criteria. Fairweather concludes by recommending that a number of centers for experiments and training be established in universities, industrial institutions, government agencies and private foundations to continually initiate social innovation research, establish communication systems, provide information, and help establish administration procedures. -- NIMH (1971).

Fairweather, George W. Social change: The challenge to survival. Morristown, New Jersey: General Learning Press, 1972.

Discusses five ingredients of a "meaningful mechanism" for social change: (1) social discriminatory practices must be abolished, (2) change must be rooted in social action, (3) change must be accomplished by scientific methods, (4) change should be problem oriented, and (5) constant research should be maintained. Also stresses the need for the client to accept any proposed method of change or its goal. Describes a large-scale experiment in mental health and gives ten conclusions about methods of change.

Fantini, Mario, Marilyn Gitell and Richard Magat. Community control and the urban school. New York: Praeger, 1970.

An explicit account of the current turbulence in urban education by three who have witnessed the problems as both participants and observers. Drawn mostly from the material dealing with the first community control crisis in New York City, it advocates the community control concept as a right of all parents to see that their children are treated with dignity and receive a quality education in the classroom. -- Public Administration Review, March 1972, p. 169.

Favors, John. Parental involvement and its relation to student achievement. Doctoral dissertation, University of California at Berkeley, 1971.

This study examines the effects on gains in academic achievement of students whose parents are involved at various levels of activity within the school program. The research was carried out in two elementary schools with a metropolitan ghetto area of Northern California: An "Experimental" school (having a number of innovative programs) and a more "Traditional" school. Academic achievement was measured at pretest and posttest by standarized reading and mathematics tests.

Four randomly selected groups of students were assessed:
Group I consisted of Experimental School children whose parents were employed as instructional aides in the school and were members of the School Site Parent Advisory Group.
Group II consisted of Experimental School children whose parents did not participate in any of the formal organizations connected with the school.
Group III consisted of Tradititional School children whose parents participated in the Parent-Teachers Association and/or the Community Council.
Group IV consisted of Traditional School children whose parents did not participate in any of the formal organizations connected with the school.

The researcher reported the following academic gains for one year of instruction:

| | Math | Reading |
|---|---|---|
| Group I | 1.6 | 1.9 |
| Group II | .9 | .9 |
| Group III | 1.0 | .9 |
| Group IV | .6 | .6 |

The researcher concluded that, in combination with other factors (such as participation in an innovative school setting), high levels of parental involvement increased gains in student achievement.

Fein, Leonard J. The ecology of the public schools: An inquiry into community control. New York: Pegasus, 1971.

... a brilliant (if caustic) discussion of the failure of integration in the schools, and of the now clear and implacable demands of blacks for control of the schools their children attend. Fein's primary concern "is to trace some of the threads which have led to a rejection of the goal of integrated education." The discussions are a highly sophisticated commentary on a wide range of concerns reported in books and Federal/state reports which have dealt with race and education; with decentralization; with emerging black demands and new postures; and with the restiveness of communities caught in the iron grip of urban poverty.... the book is invaluable in explaining why integration failed, and what remaining options for the schools appear to be. -- Choice, June 1972, p. 552.

Feitler, Fred C. and Lawrence L. Lippitt. A multi-district organizational effort. Educational Technology, 1972, 12(10), 34-38.

This article describes some of the thinking and implementation which went into development of a fourteen-school change project that has come to be known as the "Consortium of Schools."

The Southern Tier Office for Educational Planning began this endeavor in the Spring of 1970. The purpose of the project was to provide training input through Organizational Development to a number of schools in a five-county region which would allow specific schools to determine for thenselves the nature and kinds of organizational and program changes that were appropriate and critically needed. Through training in planning, interpersonal skills and small group leadership skills, schools have begun to move proactively toward self-determined goals and objectives. This is in marked contrast to our previous experience with innovative programs in schools, which indicated that typically they were reactive. That is, they tended to react to symptoms and try to come up with cures for problems that could have been avoided. Frequently these innovations are either neutralized by the system or produce unanticipated outcomes which call for additional remedial action (p. 34).

Ferguson, Donald G. Student involvement: A working paper for discussion at the Annual Convention of the American Association of School Administrators, Atlantic City, New Jersey, 1971.

Getting students involved in the solutions to educational problems, the author claims, is a fruitful way to cut costs and increase both motivation and effectiveness. Three categories of student involvement are discussed. First, "Improving the Student Climate Through Increased Attention to Student Development." Reference is made to the creation of a unit within the school district organization that has student development and student life as its primary concern. It is also suggested that a Student Center be included in the physical plant of each school. Second, "Including Students in the Decision-Making Process." The author discusses the addition of students to school boards, faculty selection and policy formation committees. Finally, "Incorporating Students as Producers of Educational Programs and Services." The author assumes that a manpower shortage has existed, that more people delivering services to a given population can accomplish more and that students benefit more as they are educationally involved. Students can provide guidance, tutoring and orientation as well as help develop handbooks, tapes and catalogues. -- Maguire, Temkin, and Cummings, (1971).

Fielder, Marie. A diversified team approach to conflict intervention. Educational Leadership, 1969, 27, 15-18.

The author denies the notion that the "good" school is one where there is no conflict. She feels that a diversified team, composed of teachers, principals and students, concerned with solutions, and directing its energy toward practical intervention and action, can reveal the nature of conflicts and the potential they offer for constructive action. The team's focus should be on the courses of conflict as they experience it and on helping each member of the team and his group to develop strategies of intervention. She believes that school administrators should compare conflicts and

the progress made toward their resolution as marks of a school's excellence, along with the expenditure per pupil, teacher-pupil ratio, and test scores. In essence, her point is that schools will be changed by conflict or by attempts to prevent conflict. -- Maguire, Temkin, and Cummings (1971).

Flynn, C. Wayne. The principal as an organizational consultant to his own school. Doctoral dissertation, University of Oregon, 1971.

This study [tells of my] attempt ... to step out of my role as principal for one year.... to serve as an organizational consultant to my own staff and student body.... Nine hypotheses were tested; they were: (1) The high school staff, through activities, will improve thier communication during the intervention. (2) Participation in group meetings and intiation of influence attempts will become more widespread among the staff. (3) The high school will attempt to clarify and further develop its decision-making structure. (4) The staff will develop more productive working relationships as changing roles are recognized. (5) There will be initial steps taken to involve students in decision-making. (6) It is possible for a principal to step out of his role and be effective as a trainer with his own staff. (7) It is possible for a principal to acquire communicative and problem-solving skills and concurrently to use them in an intervention. (8) Participation in group meetings and attempts at influence will become more widespread among the students. (9) There will be increased agreement among students, among faculty members, and between students and faculty regarding the school's rules and regulations.

The data collected revealed that Hypothesis I had strong support, as did Hypothesis II. The support for Hypothesis III was more limited in nature. Hypotheses IV and V were not supported. Hypotheses VI and VII were supported by the data; Hypotheses VIII and IX were not.

Though I concluded that it is possible for a principal to be effective as an organizational consultant to his own staff, he encounters built-in problems not faced by external change agents. An outside consultant team has greater potential for success. (Excerpted from author's abstract)

Flynn, C. Wayne. Management effectiveness by organizational development. Bulletin of the National Association of Secondary-School Principals, 1974, 58(382), 135-141.

Obviously a system such as this is not without its trials. It takes time for people to learn to work together effectively in such an organizational pattern. One of the biggest changes that must take place is in the administrator who heads the organization. He must learn to share power and to feel comfortable in doing so. He must trust others not to misuse power and he must believe that generally better decisions will be made by groups,

the members of which often have key pieces to the puzzles. The payoff is usually in the clarity of understanding that people have of the decisions that have been made and their ability and willingness to cooperate in implementing them. Clearly one of the disadvantages is the amount of time that must be devoted to problem-solving and decision-making (p. 140).

We who are deeply committed to organizational development training see hope for any organization which is willing to explore the possibilities for improved communication and more effective problem solving and decision making. More satisfying human relationships can be the result; in schools our students will recap the benefits (p.141).

Foa, Uriel G. Convergences in the analysis of the structure of interpersonal behavior. Psychological Review, 1961, 68, 341-353.

Gives evidence for the abiquity of relations of dominance (or submission) and love (or hate) in human groups.

Foskett, John M. Role consensus: The case of the elementary teacher. Eugene, Oregon: CEPM-CASEA, 1969.

This monograph compares the findings of investigations conducted in three communities differing in size and demography .... to determine the extent to which normative structures relating to the position of the elementary school teachers and principal are community specific or culturally defined (Forward).

See also John M. Foskett. The normative world of the elementary school teacher. Eugene, Oregon: CEPM-CASEA, 1967.

The data for this study were gathered in a Pacific Coast community.... Role norm inventories were completed by 367 teachers, 22 principals, the 7 members of the school board, the superintendent of schools, 603 citizens, 56 community leaders, and 207 parents of elementary school pupils (p. vi).

See also John M. Foskett. The normative world of the elementary school principal. Eugene, Oregon: CEPM-CASEA, 1967.

Fosmire, Fred R. Some TDL-VOCOM tasks and their use in education and research. Unpublished manuscript, University of Oregon, 1970.

Descriptions of exercises useful in teaching groups about their interdependence and functioning.

Fosmire, Fred R., Carolin S. Keutzer, and Richard Diller. Starting up a new senior high school. In R. A. Schmuck and M. B. Miles (Eds.), Organization development in schools. Palo Alto: National Press Books, 1971. Pp. 87-112.

Imagine the members of a football team playing a game without the benefit of practicing as a unit. Many new schools unfortunately do commence operation exactly this way -- without any practice or rehearshals. After all, it is argued, so long as the teachers

are capable, the administrators skilled, and the curriculum materials up to date, why spend energy on developing communication skills, group agreements, and team morale? Would not those develop naturally when a school has top-flight, highly-motivated personnel?

The answer is NO. Educators, like football players, need to practice together to execute the organizational plan successfully. A school is more than simply the sum total of its individual members and curriculum materials. The staff as a staff has different characteristics from those of its individual members; and if it is effectively trained -- as in this intervention -- it can be more productive than would be expected from a simple summing up of individual resources.

This project shows that newly organized high school faculties can benefit significantly from OD training during their first year of operation. With so many schools commencing operation every year, OD start-up interventions as effective as this one should be done over and over again. (Editor's introduction)

Fox, Robert S., et al. Diagnosing and improving the professional climate of your school. (Vol. III). Washington, D.C.: National Training Laboratories Institute for Applied Behavioral Science, 1970. ERIC order number ED 042 708.

This manual is directed to aid staff members to improve the professional climate of their schools. The guide has two main parts: part one begins with a description of the program, and some concepts and theories about the school as a social system; the remaining chapters cover solving problems for school improvement, who's responsible for what, how do we typically do things, and using one another's resources. -- Maguire, Temkin, and Cummings (1971).

French, Wendell L. and C. H. Bell. Organization development. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

A sound introductory text.

Friedlander, Frank. A comparative study of consulting processes and group development. Journal of Applied Behavioral Science, 1968, 4, 377-399.

"... the quality of intergrated prework and postwork processes surounding the laboratory is a far more potent determiner of developmental impact than are variations in trainer role and behavior or differences in climate and content of laboratory training sessions" (p. 395).

Friedlander, Frank. The primacy of trust as a facilitator of further group accomplishment. Journal of Applied Behavioral Science, 1970, 6, 387-400.

Initial intragroup trust was a better predictor of subsequent perceptions of group effectiveness and the worth of the group meetings than the initial ratings on the same dimensions. But intragroup

trust itself was not increased by the training except when pre- and postwork with the consultant occurred. -- Friedlander and Brown (1974, p. 329).

Friedlander, Frank and L. Dave Brown. Organization development. In Mark R. Rosensweig and Lyman W. Porter (Eds.), Annual Review of Psychology (Vol. 25). Palo Alto: Annual Reviews, 1974. Pp. 313-341.

A well-balanced review of the present state of research and practice. "Fist, OD is not a short-term process; on the contrary, these [especially effective] cases took years to bear fruit. Second, it is important to have the support and active involvement of top management in the project; without that support it is difficult to gain commitment from lower levels. Third, in these projects interventions were made at several levels of the organizational hierarchy; support of top management by itself is not a sufficient condition for success. Finally, unambiguous evaluation of OD interventions is exceedingly difficult to arrange even with professional researchers involved as in these cases" (p. 333). Includes a few mentions of OD in schools.

Fuller, Frances F. and Brad A. Manning. Self-confrontation reviewed: A conceptualization for video playback in teacher education. Review of Educational Research, 1973, 43(4), 469-528.

Practitioners have good reasons for their optimism about self-confrontation, and researchers have good grounds for skepticism. Video playback may be resolving practitioners' most pressing problems -- motivating client-students for treatment and putting responsiblity for learning into the learner's own hands. In addition, their populations have characteristics which make them ideal subjects for this treatment. On the other hand, the cautions of empiricists are certainly warranted. They see a powerful tool, whose nature and effects are little understood, cutting a wide swath and perhaps destroying the wheat with the chaff.

In short, self-confrontation has potential for help and harm. It is a novel, powerful source of information about those aspects of the self which are perceived by others but not by the self. Its peculiar value lies in its ability to communicate negative information which others could, but are loath to communicate, and usually cannot communicate in a totally acceptable manner.

This information, if it is bad news about the self, is disorganizing, at least temporarily. Its disruptive effects may be most apparent for strong people who are open and trusting. The treatment "takes," and they reveal their disorganization by decrements in behavior. Those who are more "closed" and defensive probably benefit less in the long run, but appear to be more poised and less disorganized than those who benefit more. Assessing the effects of confrontation may thus be difficult.

Those who are vulnerable and without capacity to change can be damaged. It is possible that the true potential of this treat-

ment has never been completely tapped because immediate effects are so powerful that the helper senses the potential for harm and either tries to protect the person from its impact by a task orientation (as in microteaching), or else fails to follow through to the in vivo situation (as in psychotherapy). -- p. 511.

Gage, N. L., P. J. Runkel, and B. B. Chatterjee. Changing teacher behavior through feedback from pupils: An application of equilibrium theory. In W. W. Charters Jr. and N. L. Gage (Eds.), Readings in the social psychology of education. Boston: Allyn and Bacon, 1963. Pp. 173-180.

Fifth-grade students filled out questionnaires telling the extent to which they saw their teachers performing certain visible actions, and another telling the degree to which they would like teachers to perform these actions. Summaries of the responses were given to the teachers. Later ratings by the students showed a relative trend of changed action on the part of teachers given this feedback toward the wishes of the students, compared to teachers not given feedback.

Gardner, John. Self-renewal: The individual and the innovative society. New York: Harper and Row, 1963.

A lucid and powerful essay advocating "The Ever-Renewing System" and "Educating for Renewal." -- Michael Marien (1971).

Gentry, Joe E. Organizational training and its impact on the organizational development of a reconstituted school. Doctoral dissertation, Auburn University (Alabama), 1971.

The investigation sought to determine whether organizational training helps to develop internal communications and interpersonal relationships to the extent that it facilitates the desegration process and at the same time aids the problem solving process dealing with curricular, instructional, and organizational change. Organizational training workshop had a meaningful, immediate short-ranged impact on the principal and staff. Participants cited a feeling of excitement relative to the new school year. Anxiety over working with a bi-racial situation had been reduced and there seemed to be a smooth transition into the bi-racial teaching situation.

Gintis, Herbert. Toward a political economy of education: A radical critque of Ivan Illich's "Deschooling Society." Harvard Educational Review, 1972, 42(1), 70-96. Reprinted in This Magazine is About Schools, 1972, 6(1), 117-145.

Gintis rejects Illich's thesis which says the present character of schooling stems from the economy's need to shape capitalistic consumer wants. According to Gintis, educational change must

embrace a transformation mechanism of power and privilege in the economic sphere. (Editor/AF in Current Index to Journals in Education, 1972, p. 443.

Glaser, Edward M. and Samuel H. Taylor. Factors influencing the success of applied research. American Psychologist, 1973, 28(2), 139-146.

Five successful and five less successful applied research projects ... were studied in depth through the life cycle of the project development in six stages: idea, design, funding, research, development and dissemination of findings, utilization. Effort was made ot identify factors which enhance or inhibit effective conduct of a project, and the achievement of project objectives including production of clear, cogent, useful results which are adequately disseminated to potential users. Particularly significant are recommendations providing concrete suggestions for planning/development of research projects so as to maximize utilization potential. Suggestions include (for example) high communication awareness and involvement with relevant persons and groups (such as potential users) within and outside the immediate research environment, beginning with the inception of the project; importance of having as principal investigator the person who designed the project -- and having him on the project full time, if feasible; workshops and institutes concerning the project findings which are keyed to service setting; deliberate planning for systematic dissemination of findings. -- NIMH (1971).

Authors studied ten projects conducted by the Applied Research Branch of NIMH, five rated very high in scientific quality and impact on practice, and five rated low. Article gives characteristics distinguishing the high from the low. "Anyone engaged in applied research within or in cooperation with an agency ... is of necessity thrown into a position of administrative responsibility .... Therefore, it is incumbent upon the researcher to understand and use appropriate organization and management theory and practice in relations with the agency ...." (p. 146).

Glassman, Robert B. Persistence and loose coupling in living systems. Behavioral Science, 1973, 18(2), 83-98.

Though this article was not written with schools particularly in mind, it has implications for designing feedback loops among students, teachers, administration, and community.

Loose coupling, or low interdependence, between systems or subsystems enables one to continue a routine despite (limited) changes of input from one to the other. For example, the politician has time before the next election to make himself attractive, and can therefore do a few unattractive things. This article does not discuss schools, but we can interpret it to

caution us not to shorten feedback loops too severely. Perhaps the feedback cycle from student to teacher or from parent to teacher should be very short, ranging from a minute to a week. Perhaps the lag of feedback to the management of the school or district should range from a month to a year. Perhaps the lag in the connection between school and community might range from a year to three years. All of these periods are surely shorter than typical lags at present -- as typified by the parent who says, "I don't want my boy to be treated the way I was in school!"

Glines, Don E. Implementing different and better schools. Mankato, Minnesota: Campus Publishers, Mankato State College, 1969.

The author views seven ingredients as keys to rapid change: (1) dissatisfaction -- there must be discontent with the existing structure among at least a minority of the community; (2) commitment -- there must be a belief that better schools can be created; (3) hard work -- the first two years, especially, the educators must be willing to work 26-hour days; (4) creativeness -- there must be idea people who believe they can attack and solve the problems and frustrations which develop when change is attempted in a community; (5) there must be leadership persons whose major role is the implementation of change; (6) there must be adequate clerical and custodial help; and (7) there must be paraprofessionals available to aid teachers and programs. An eight step change model is proffered: (1) envisioning possible changes; (2) challenging the current status of schools; (3) develop a rationale for a new type of school; (4) plan change; (5) organize for change; (6) create the revisions planned during the first five stages; (7) evaluate the revisions; and (8) reflect on the changes. -- Maguire, Temkin, and Cummings (1971).

Goering, John M. and Marvin Cummins. Intervention research and the survey process. Journal of Social Issues, 1970, 26(4), 49-56.

This paper attempts to outline some of the factors underlying success or failure in the conduct of survey research in the ghetto. A successful survey conducted in St. Louis during the summer of 1968 provoked consideration of the shifting role of technical principles in survey research. The recommendation that poverty is an appropriate and necessary object for intervention research conjoins with the necessity for abandoning the value of neutrality of scienticism. The transition then is to a more positive commitment to the planned deliberate change to an equal distribution of resources in the ghetto. The underlying principles of these modifications and commitments are the basis for new proposals for the conduct of survey research.

Goldhammer, Keith. Issues and strategies in the public acceptance of educational change. Eugene, Oregon: CEPM-CASEA, 1965.

Delineates the factors affecting the public acceptance of change. Categories of factors are (1) the public's image of the advocate of change; (2) the public's image of the organization and the ends which it serves; (3) the public's view of the proposed changes; (4) the consequences of the proposed change with generally accepted values and recognized social needs; and (5) situational factors which facilitate or impede the acceptance of change. -- Culver and Hoban (1973, p. 252).

Goldman, Samuel and William Moynihan. Strategies for consultant-client interface. Educational Technology, 1972, 12(10), 27-29.

The author attempts "to define a conceptual framework for viewing the process by which an external change agent achieves effective connectedness with his client system." (Author/AK in Current Index to Journals in Education, September 1973, p. 143)

Golembiewski, Robert T. Personality and organization structure: Staff models and behavioral patterns. Academy of Management Journal, 1966, 9(3), 217-232.

Homogeneity of personality within an organization seems to be promoted by the traditional line-staff model of organization. When personalities are shaped to meet the demands of the organization, the author suggests that "... both the individual and organization pay a price when man is bent in ways he has not grown." The writer reports on data drawn from a number of pilot studies aimed at comparing the traditional line-staff organization to an alternative structure of line-staff relationships which he calls the Colleague model. Particular attention is given to a comparison of each approach in regard to its resistance to change, degree of authoritarianism, and satisfaction with the job and with line-staff relations. The author provides the reader with considerable rational in support of the methodology used thus far in preliminary studies. Although some problems have been encountered in collecting and interpreting the data, preliminary findings support the advantage of the Colleague model as being more supportive of change, less attractive to authoritarian individuals, and apparently more satisfying from the standpoint of overall job satisfaction. (Calvin M. Frazier in Educational Administration Abstracts)

Golembiewski, Robert T. Renewing organizations: The laboratory approach to planned change. Itasca, Illinois: Peacock, 1972.

The author well describes this book when he says it "... deals with how individuals and organizations can go about making effective choices, as well as coping better with change if that is what we choose or have thrust upon us. The technology is new and only beginning to develop, and there is very real doubt as to whether what we know is already far too little, far too late."

Organizational development is the specific focus, and it is dealt with in terms of orienting perspectives and theory, applications for individuals in organizations, and probing potential futures. --Public Administration Review, 1973, 33, p. 292.

Golembiewski, Robert T. and Arthur Blumberg. Confrontation as a training design in complex organizations: Attitudinal changes in a diversified population of managers. Journal of Applied Behavioral Science, 1967, 3(4), 525-547.

The "confrontation technique" has been used successfully in training designs in complex organizations, and this study at once reinforces and extends existing experience. Specifically, what follows is a report on an application of the technique that induced favorable attitudinal changes in the marketing area of a large firm.

The similarities of this study with existing one encompass both design and results. Basically, the design required the exchange of "images" between individuals or organization units. The public sharing of these data apparently reduced the amount of "unfinished business," freed up organization members, and led to favorable attitudinal changes on a variety of before/after comparisons. Thus the study is consistent with a growing major emphasis in the contemporary literature. Numerous observers have cited the necessity and positive consequences of "confronting" in organizations. Several change agents have successfully varied the basic design of confronting persons in complex organizations with data about how they are seen by some significant others. As in this case, to note one variety of design, the participants may do the actual image building and communicating. More or less oppositely, the consultant can play a more active role by interviewing and then synthesizing an image to be communicated to the client system. A range of variations lies somewhere between these two types.

Also, the design and results of this study are distinguished from other reports in the literature, particularly in four senses. First, the present training experience deals with several functionally related departments. Second, the design encompasses several hierarchical levels down to the first level of field supervision. (Other efforts in the literature tend to deal with two major groups, e.g., labor and management, and apparently with only a few levels of organization toward or at the top.) Third, an unusually wide variety of data was gathered in the present training design. Only gross attitudinal changes in the total population are reported here; i.e., the gross focus here is on changes in

how everyone say everyone else at time$_1$ and time$_2$. But the cooperation of the participants permits a range of analysis broader than that of existing reports in the literature. Fourth, the confrontation experience was part of a large and longrange program of organization change. In contrast, existing reports tend to deal with ad hoc efforts. (Authors' abstract)

Gooler, Dennis D. and Donald P. Ely. The impact of organization on curriculum change. Educational Technology, 1972, 12(10), 39-42.

What follows are some observations about the effects of organization on attempts to engage in curricular change in a department of educational technology in a major university. While there are many curriculum development efforts in higher education, there is almost no documentation of the process. This article is an attempt to highlight the steps taken by one department which decided to bring about changes through a broad involvement of students and faculty. It should be emphasized that the recollections and speculations of the authors are just that. Also, it is too early to tell just what will result from the dialogue on curriculum still taking place within the department. Given these disclaimers, we will attempt to describe some elements of organization that seem particularly relevant to curriculum change, and will discuss how those elements operated within a specific department context. Wonderings will be found more frequently than hard facts (p. 39).

Gordon, Thomas. Parent effectiveness training: The no-lose program for raising responsible children. New York: Peter H. Wyden, 1970.

Non-jargon about communication skills.

Green, Paul E. and Frank J. Carmone. Multidimensional scaling and related techniques in marketing analysis. Boston: Allyn and Bacon, 1970.

Though this book does not treat matters of education or scaling, it contains an excellent introduction to nonmetric multidimensional scaling, helpful examples, and an excellent catalog computer programs and their characteristics. Portrays excellently the state of the art in 1970.

Greiner, Larry E. Patterns of organization change. Harvard Business Review, 1967, 45(3), 119-130.

The ways in which a "successful" organizational change differs from an "unsuccessful" one are analyzed. Common approaches to introducing change are through unilateral action, sharing of power, and by delegating authority. A review of 18 studies of organizational changes revealed some differences in the patterns with which successful changes were introduced, the conditions

leading up to the attempted change, and critical events during the implementation period. Successful changes are those which: (1) spread to include many people; (2) produce positive changes in line and staff attitudes; (3) prompt people to behave more effectively in solving problems and relating to others; and (4) result in improved organization performance. Any successful change depends basically on a redistribution of power with the structure of the organization. Power redistribution occurs through a developmental process of change. (Wailand Bessent in Educational Administration Abstracts)

Greiner, Larry E. Antecedents of planned organizational change. Journal of Applied Behavioral Science, 1967, 3(1), 51-85.

Recent literature extolling the virtues of "planned" organization change through massive training programs frequently overlooks the historical preconditions which may determine the success or failure of such programs. This article reports findings describing the history of an organization and its management prior to a decision to begin a Managerial Grid organization development program. In it we see how a consultant made use of roots put down in the unplanned stages many years before to build top management support for Managerial Grid training. It is quite possible that the presence of absence of such early events spells the difference between a medicore and a highly successful organization change effort. (Author's abstract)

Gross, Neal and R. E. Herriott. Staff leadership in public schools: A sociological inquiry. New York: Wiley, 1965.

Report a significant study on the efforts of elementary school principals to influence the behavior of teachers. Attempts to isolate determinants of the leadership efforts of elementary school principals. The principal as a change agent is also discussed. -- Culver and Hoban (1973, p. 253).

Gross, Neal, Ward S. Mason and Alexander W. McEachern. Explorations in role analysis: Studies of the school superintendency role. New York: Wiley, 1958.

Explores the problems of consensus on role definition, conformity to expectations, and role conflict resolution -- central problems of role analysis. It represents the first major effort to: develop a family of role concepts that can be used in the several sciences; examine the impact of consensus on role definition on the functioning of social systems: bring role theory to bear upon the study of an occupation; study consensus on role definition empirically; and develop and test a theory of role conflict resolution.

CONTENTS: Introduction: Part I: Conceptual, theoretical, and operational problems. The definitional problem. The postulate of role consensus. A language for role analysis. The empirical study of role definitions. Part II: The empirical studies.

Research procedures. Macroscopic role consensus analysis: Objectives and methodology. The analysis of interrelation consensus. The analysis of intra-position consensus. Microscopic role consensus analysis: objectives and methodology. Interaction and homegeneity. Other determinants of microscopic role consensus. Consequences of microscipic role consensus.

Conformity to professional expectations. Role conflict: purposes, concepts, and methodology. The incidences, resolution, and consequences of four role conflicts. A theory of role conflict resolution. Concluding observations.

For review, see D. W. Lewit in Contemporary Psychology, 1959, 4, 106-107.

See also: Role conflict and its resolution. In Eleanor E. Maccoby, Theodore M. Newcomb and Eugene L. Hartley (Eds.), Readings in social psychology. New York: Holt, 1958, pp. 447-458. Also in Harold Proshansky and Bernard Seidenberg (Eds.), Basic studies in social psychology. New York: Holt, Rinehart, Winston, 1965, pp. 494-505.

Gross, Neal, Joseph B. Giacquinta, and Marilyn Bernstein. Implementing organizational innovations. New York: Basic Books, 1971.

A telling account of an attempt to effect change in a school setting, with a searching analysis of factors which spelled success and failure. -- Culver and Hoban (1973, p. 253).

Gross, Ronald and Beatrice Gross(Eds.) Radical school reform. New York: Clarion, 1969.

See especially chapters 9-13.

Gump, Paul V. Intra-setting analysis: The third grade classroom as a special but instructive case. In Edwin P. Willems and Harold L. Rausch (Eds.), Naturalistic viewpoints in psychologoical research. New York: Holt, Rinehart, Winston, 1969. Pp. 200-270.

... our understanding of teacher effectiveness will be enhanced by paying attention to the ecology of learning, which means viewing the teacher as a manager of the learning activities, format, medium, and props of the classroom system. This assumption deemphasizes the teacher's intimate personal qualities .... the observation of intact classroom settings where they occur and in their complex, investigator-free arrays in the optimal investigation path (p. 200).

Hage, Jerald and Michael Aiken. Program change and organizational properties: A comparative analysis. American Journal of Sociology, 1967, 72(5), 503-519.

Empirical indicators of the organizational properties of complexity, centralization, formalization, and morale are developed and related to the rate of adoption of new programs and er vices in 16 social welfare organizations. Specifically, a high degree of participation in agency-wide decisions, a low degree

of job codification, and a high degree of job satisfaction are found to be most highly associated with a high rate of program change. Measures of staff attitudes toward change are found to be most highly associated with a high rate of program change. Measures of staff attitudes toward change are found to be only weakly and inversely related to the rate of innovation of new programs and techniques. The relationships between organizational properties and rate of program change largely remained when size, auspices, age of organization, and function were controlled. The distinction between rate of program change and changes in decision making, job codification, and job satisfaction allows us to discuss changes within a system and changes of a system of organizational properties. (Author's abstract)

Hall, Jay and Martha S. Williams. Group dynamics training and improved decision making. Journal of Applied Behavioral Science, 1970, 6, 39-67.

The authors investigated the efficacy of laboratory training in group dynamics as a technique for modifying group processes in the direction of theoretically more effective practices. They found that groups which underwent laboratory training consistently performed more effectively than untrained groups on measure of decision quality, utilization of superior resources, and creativity. -- Maguire, Temkin, and Cummings (1971).

Halpin, Andrew W. and Don B. Croft. The organizational climate of schools. Chicago: University of Chicago Press, 1963.

The well-known report on the development of the Organizational Climate Description Questionnaire (OCDQ).

Hardy, James M. Corporate planning for nonprofit organizations. New York: Association Press, 1974.

The purpose of this book is to assist executives in developing and implementing a corporate process conceived specifically for nonprofit organizations. It is based on learnings from the management and behavioral sciences and on experience in business and nonbusiness fields. It is designed to be used, and not just referred to, which makes it invaluable in its day-to-day application to planning. -- Publisher's blurb.

In this book James M. Hardy provides a guide to planning unique in that it (1) recognizes implicitly the conditions characteristic of voluntary organizations, (2) provides a conceptual framework for integrating improvement tools and techniques, (3) is based on sound social-psychological principles, and (4) avoids over-simplifying a very complicated activity. -- From prepublication review by Paul C. Buchanan.

Contents: Designing for corporate planning, Establishing operational goals, Setting unit objectives, Integrating unit plans, Developing action steps, Budgeting, Assessing performance.

Harrison, Roger. Group composition models for laboratory design. Journal of Applied Behavioral Science, 1965, 1, 409-432.

Describes the ways certain emotional needs of individuals can combine with those of others in groups so as to help or hinder the work of the group. If an individual has usually guided his or her interactions with others primarily by one dimension (such as power), he or she will have difficulty acting according to another dimension (such as affiliation) unless he or she first tries acting at the other end of the dimension customarily used; that is, a person who usually tires to dominate others should first try being submissive -- then he or she would be better able to conceive how affiliation differs from dominance.

Harrison, Roger. Choosing the depth of organizational intervention. Journal of Applied Behavioral Science, 1970, 6(2), 181-202.

Describes five psychological depths to which an intervention can try to reach: rational assignment of tasks, direct influence on performance, direct influence on the interpersonal interactions through which work is accomplished, interpersonal emotional rearrangements, and therapy. Describes appropriate uses of these.

Harrison, Roger. Role negotiation: A tough-minded approach to team development. In Burke and Hornstein (Eds.), The social technology of organization development. Fairfax, Virginia: NTL Learning Resources Corporation, 1972. Pp. 84-96.

Title adequately describes content.

Havelock, Ronald G. Planning for innovation through dissemination of utilization knowledge. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1969.

A landmark study in field of innovation -- scholarly, sophisticated comprehensive -- the analysis in this study facuses on who says what to whom by what channel to what effect and for what purpose? Extensice literature review (approximately 4, 000 items) reveals current state of knowledge with respect to process of dissemination and utilization (D&U). Factors within the individual and the organization context facilitating and inhibiting input, output, throughput are identified and classified. A typology of knowledge-linking roles is formulated including: conveyor (transfers knowledge from producer to user), consultant, trainer, leader, innovator, defender, knowledge builders, practitioners, and users. The relative utility of categories of media are

suggested in terms of one-way transmission (to inform mass audiences), one-way feedback (on the impact of transmitted knowledge), and two-way transmission (increases involvement on part of user and is imperative for adoption of innovation requiring alterations in attitude or behavior of user). Three D&U models are identified: the research, development and diffusion model (RD &D), social interaction model (S-I), and problem-solving model (P-S), stressing the advisability of unifying and integrating these models through proper linkers. Seven central factors which account for most D&U phenomena are: linkage, structure, openness, capacity, reward, proximity, and synergy (programmed and purposeful redundancy). In moving client from the present to desired future state of affairs, seven phases are detailed for the change agent: building a relationship, diagnosing the problem, retrieving relevant knowledge, selecting the innovation, developing supportive attitudes and behaviors, maintaining impetus for change, and stablilizing the innovation. -- NIMH (1971).

Havelock, Ronald G. A critique: Has OD become a social technology? Educational Technology, 1972, 12(10). 61-76.

The author compares organizational development to five criteria an innovation must meet if it would rate as a social technology. (AK in Current Index to Journals in Education, January-June, 1973, p. 163)

Havelock, Ronald G. The change agent's guide to innovation in education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

To function effectively as a change agent, the client system should be anlayzed for its norms, leaders, informal leadership, gatekeepers and elements with which the agent can most effectively work. The larger social environment also should be analyzed for its norms, quality of leadership, influential persons, and potential involvement in the change program. There are advantages and disadvantages to both the inside and outside change agent. Disadvantages of the outsider are advantages of the insider: being an unfamiliar figure, lacking inside information, being unfamiliar with the system's goals and aspirations. Advantages of the outsider are the disadvantages of the insider: having independence of movement and relationships, having a new perspective, having special skills, and having a fresh start. In the best relationships between client and change agent there is reciprocity, openness, realistic expectation, well defined structure, shared power, and minimum threat. A danger to change exists if there is a history of unresponsiveness, an attempt to use the agent as a pawn, a prior commitment by the client to a position, or an incapacity of the client. Three approaches to diagnose for change are identification of

problems, identification of opportunities, and understanding of the client's system. A good diagnosis should discover if there are structure and capacity for achieving the goals of the system, an openness in communications, a system of rewards for movement toward the goals. Diagnosis should not waste time or energy, be used for stalling, be used for destructive confrontation, impose one's own favorite diagnosis, or impose crash programs. Resource information can be used for the original diagnosis, for the evaluation and maintenance of the innovation. Resources can include informants from the system, observations of the system and its output, and information banks (libraries, clearinghouses, etc.). Knowledge of how to acquire, when and where to use resource information should become a permanent capacity of the client. The client's choice of solutions is a four step process: inferring solutions from research; brainstorming a selection of solutions; testing solutions in terms of benefits, workability, and diffusibility; and adapting the solutions to the setting. The change agent helps the acceptance of the innovations by giving his support and aid to the individual, by using community leaders and innovators to gain community support, by using effective means of communication, and by building flexibility into the program. The innovation is stabilized when there is a system of reward, practice, and evaluation built into the program; the client can serve as his own change agent; and the change agent has disengaged himself from the client. -- NIMH (1971).

Havelock, Ronald G., Janet C. Huber, and Shaindel Zimmerman. Major works on change in education: An annotated bibliography with author and subject indices. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, 1969.

Helmer, Olaf. The use of the Delphi technique in problems of educational innovations. Santa Monica, California: RAND Corporation, 1966. ERIC order number ED 014 134. Also available from the Clearinghouse for Federal Scientific and Technical Information (Springfield, Virginia 22314) as AD 644 591.

A number of pilot studies were conducted in an educational innovations seminar held in 1965 at the Institute of Government and Public Affairs, UCLA, to explore the potentialities of applying Delphi techniques to problems of educational planning. The respondents for these experiments suggested specific educational innovations and budget allocations for these proposed innovations. A large number of the educational innovations listed for consideration were selected.... Although the substantive findings should not be weighted heavily, the approach is methodologically promising. (HM in Research in Education, 1968)

Hess, Fritz and Gerald Greenstein. Organizational development: An idea whose time has come. Educational Technology, 1972, 12(10), 57-59.

In this article, we have been asked to consider the applicability of organizational development to the public schools. We will also address ourselves to the general problems faced in bringing OD to the schools and the specific difficulties encountered in initiating the process in our own school district (p. 57).

Hickson, D. J. A convergence in organization theory. Adminstrative Science Quarterly, 1966, 11, 224-237.

Hickson finds that dozens of writers on organization structure put a great deal of attention on the specificity of role prescription. Hickson says that Weber, Taylor, and others assert that when roles in an organization show high specificity, confusion is reduced. Likert, McGregor, Argyris, and others claim that lower specificity of role prescription is more motivating than higher specificity. Bennis, Burns and Stalker, and others believe that lower specificity gives rise to more innovation. Presthus and others find lower specificity producing anxiety, and Crozier, Litwak, and others assert that lower specificity produces power conflicts.

Hickson proposes some hypotheses, including: "...if innovation is associated with low specificity, then the underlying individual creativity must not only survive conditions of anxiety and power conflict but even derive stimulation from them."

Hickson, D. J., C. R. Hinings, C. A. Lee, R. E. Schneck and J. M. Pennongs. A strategic contingencies theory of intraorganizational power. Administrative Science Quarterly, 1971, 16(2), 216-229.

A strategic contingencies theory of intraorganizational power is presented in which it is hypothesized that organizations, being systems of interdependent subunits, have a power distribution with its sources in the division of labor. The focus is shifted from the vertical-personalized concept of power in the literature to subunits as the units of analysis. The theory relates the power of a subunit to its coping with uncertainty, substitutability, and centrality, through the control of strategic contingencies for other dependent activities, the control resulting from a combination of these variables. Possible measures for these variables are suggested. (Authors' abstract)

Hilfiker, Leo R. Factors relating to the innovativeness of school systems. Journal of Educational Research, 1970, 64, 23-27.

It was found that the following independent variables were significantly related to the school system innovativeness: (1)

social support provided by the principal as perceived by the professional personnel: (2) the perceived problem-solving adequacy of staff meetings; (3) satisfaction with the amount of time devoted to problem solving in staff meetings; (4) perceived powerlessness in system faculty and administrative council meetings; and (5) openness and trust as interpersonal norms of the system as perceived by professional personnel. -- Maguire, Temkin, and Cummings (1971).

Reports correlations between innovativeness and answers to the Staff Meetings Questionnaire developed by the COPED instrument committee. For the COPED project, see Goodwin Watson (1967) in this bibliography; for further use of COPED items, see Schmuck and Runkel (1970) and Stephens (1974).

Holmberg, Allan R., Mario C. Vazquez, Paul C. Doughty, J. Oscar Alers, Henry F. Dobyns and Harold D. Lasswell. The transformation of the political, legal, and social systems of suppressed peasant societies: The Vicos case. American Behavioral Scientist, 1965, 8(7).

The Vicos project in Peru, in which a social pattern four centuries old was altered in five years or so to a modern social system. See also J. Collier and Mary Collier, An experiment in applied anthropology. Scientific American, 1957, 196 (1), 37-45.

Holtzman, Wayne H. Statistical models for the study of change in the single case. In Chester W. Harris (Ed.), Problems in measuring change. Madison, Wisconsin: University of Wisconsin, 1962. Pp. 199-211.

Hornstein, Harvey A. Chutzpa: A critical review of the preceding papers. Education and Urban Society, 1974, 6(2), 239-248.

OD's success in other organizational contexts can become the basis of its failure in urban school systems, if there is a rigid adherence to previously useful techniques. Idiosyncracies of this organization demand adaptive innovation of OD principles.... Now, guided by principles and values of OD, attention must be given to the creation of techniques for organization fire-fighting, working with highly autonomous subunits, and dealing with power in organizations (p. 248).

Hornstein, Harvey A., Barbara Benedict Bunker, W. Warner Burke, Marion Gindes, and Roy J. Lewicki. Social intervention: A behavioral science approach. New York: Free Press, 1971.

In this book the authors-editors have grouped the many techniques and strategies for changing social systems into meaningful categories, such as strategies for individual change, for organization development, techno-structural strategies, data-based strategies, and violent/nonviolent action strategies. As a collection of scattered, hard-to-find papers on alternative change methods it is unsurpassed. Some were written especially for the book and the introductory chapter written by the editors for each section pulls together research and theory related to implicit psychological and sociological assumptions of the papers. Many people today, professionals of various kinds as well as laymen, are actively engaged in efforts to change some aspect of the society in which we live. Too many of them know only one approach to change or are too emotionally wedded to one way of obtaining the change they seek. It is advantageous to them and to all "change agents" to have a book like this, with its alternative strategies. -- Social Change, 1974, 4(2), p. 7.

House, Ernest R. The politics of educational innovation. Berkeley, California: McCutchan, 1974.

Based on empirical research, this book provides a unique and provocative view of educational innovation. It deals with the total sweep of innovation -- where it originates, how it spreads among practitioners, and what its consequences are for the internal workings of the school. Particular emphasis is placed on how the internal political and social structures of the school respond to innovations and on how the school relates to larger social and insitutional networks. The book is developed on the theme that most innovation is dependent on face-to-face personal contacts and that these contacts condition the frequency and occurrence of innovation. The author argues that the political and economic structure of the school allows only certain types of activities and prohibits others. Entrepreneurship (an advocate working within the system) is required to overcome the rigid internal structure if an innovation is to succeed. This results in other problems, particularly stemming from those excluded. The author provides ample concrete illustrations throughout, drawing examples from two major innovations in order to enhance the continuity of the arguments. -- Publisher's blurb.

Contents: (1) The Primacy of Personal Contact. (2) The Spread

of Innovations. (3) The Educational Entrepreneur. (4) The Teacher's Predicament. (5) An Illustrative Case Study of Internal Politics -- PLATO Comes to the Community College. (6) The Trauma of Technical Skill Development. (7) Sources of Innovation. (8) Government Policy toward Innovation -- The Doctrine of Transferability. (9) The Political Economy of Innovation.

Howard, Eugene R. and Monroe K. Rowland. The school-based development team as a means of fostering rational change in educational institutions. In Planning and Managing Change, 1969. (Occasional Paper No. 2 from International Learning Corporation, 440 East Las Olas Boulevard, Fort Lauderdale, Florida 33301.)

This occasional paper has three major objectives: (1) To suggest to school adminstrators that rational change in a school can be facilitated through utilization of a school-based group of change agents to be called a "Development Team." (2) To describe how such a team would function, and (3) To propose a synthetic model for decision making which, if promoted for widespread use by the development team, could result in well-planned systematically implemented program improvement.

Hughes, Larry W. Organizational climate -- another dimension to the process of innovation? Educational Administration Quarterly, 1968, 4(3), 17-28.

The central office staff of 11 "highly innovative" and 13 "non-innovative" school districts were given the Organizational Climate Descriptive Questionnaire (Halpin and Croft) to determine whether the two types of districts differed in any of the eight elements of climate. Innovative districts were found to be significantly less "disengaged" and to have a significantly higher "esprit." Superintendents in these districts revealed a significantly higher score on the element "thrust." Innovative school districts exhibited a more "open" climate and expended more money per pupil than did non-innovative districts. (Paraphrase of author's abstract)

Inabnit, Darrel James. Characteristics of teacher participation in decision-making functions of public-school adminstration. An empirical investigation of teacher participation in policy-making and related factors in four Illinois public-school systems. Doctoral dissertation, University of Illinois, 1954.

Iscoe, Ira. Community psychology and the competent community. American Psychologist, 1974, 29(8), 607-613.

Some useful advice on reaching the disadvantaged community.

Jackson, Philip W. Life in classrooms. New York: Holt, Rinehart, Winston, 1968.

The book was written with one significant feature of a child's early life in mind: institutional membership. Adults spend most of their waking hours coping with the demands of institutional life, and school is where it all begins. Professor Jackson emphasizes the early years of schooling, for it is during this period that the young child comes to grips with the facts of institutional life. During these formative years the child develops adaptive strategies that will stay with him throughout the balance of his education and beyond.

The school's abrasive qualities as a social institution are considered at length. The classroom experience is emphasized, especially where conditions impose stresses and strains on both teacher and student. The impression the many hours spent in the classroom has on the individual psyche is seen as the psychological residue of classroom life.

Four umpublicized features of school life are described in detail: delay, denial, interruptions, and social distraction. There is a discussion of the evaluative climate of the classroom and the caste-like status structure governing the flow of power between teachers and students. These features comprise a "hidden curriculum" that each pupil must master if he is to make his way in school. -- Publisher's blurb.

Jencks, Christopher, Marshall Smith, Henry Acland, Mary Jo Bane, David Cohen, Herbert Gintis, Barbara Heyns, and Stephan Michelson. Inequality: A reassessment of the effect of family and schooling in America. New York: Basic Books, 1972.

Following are excerpts from a symposium review in American Educational Research Journal, 1974, 11(2), 149-175.

By most standards, the results [of publishing this book] were nothing but spectacular ... it enjoyed nationwide newspaper serialization .... the book has been the subject of articles in all major news magazines and has been reviewed extensively in professional journals.... The first review [in this issue of AERJ] covers the major foundation on which the book is constructed, human differences and inequalities. The second review deals with differences in access and utilization of educational resources ..., while the third review covers differences in occupational status and income .... -- Lyle F. Schoenfeldt.

The book is really two books. The first consists of the results of the reanalysis of data gathered by others, such as the Equality of Educational Opportunity data (Coleman et al., 1966),

the Project Talent data (Flanagan et al., 1962), the American Occupational Structure data (Duncan et al, 1968) and data from other studies to numerous to enumerate .... The second book is the authors' rhetoric .... a number of negative critical comments ... pale into insignificance when compared to the laudable features .... It deserves to be read by all educational-behavioral scientists.... -- Lyle F. Schoenfeldt.

It is disappointing ... to discover that the authors have not permitted their awareness of the frailties in the evidence to temper their conclusions sufficiently or to deter them from making sweeping generalizations about the "policy implications" of the findings.... Despite its limitations, Inequality represents a very scholarly and sophisticated treatment of the diverse literature on family background, IQ, schooling, occupational status, and income. -- Alexander W. Astin.

In the United States, inequality of educational opportunity is not the major component of inequality in the distribution of occupational status or of income .... In summary, the text of Inequality gives a rather loose interpretation of the analyses of occupational status and income in Appendix B.... [But] we expect that the thesis of Inequality -- that social inequality is far more extensive than equality of opportunity -- will gain in acceptance even as we obtain better estimates of the effects of family, ability, and schooling. -- Robert M. Hauser and Peter J. Dickinson.

Johnson, David W. Reaching out: Interpersonal effectiveness and self-actualization. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

"The material in this book can be and has been used for programs aimed at training young people to reach out and help those of their peers who are headed for personal difficulties and to alter their behavior and lives by becoming their friends.... This book is aimed at providing you with increased skills in helping your friends, showing concern, support, and affections, and in maintaining a good relationship with another person" (pp. vii-viii).

Abbreviated contents: interpersonal skills, self-disclosure, developing trust, communication skills, expressing feelings, listening and responding, accepting self and others, confrontation, modelling, interpersonal conflicts.

Johnson, David W. and Roger T. Johnson. Instructional goal structure: Cooperative, competitive, or individualistic. Review of Educational Research, 1974, 44(2), 213-240.

Marshals evidence on effects of cooperation among students and competition (less concerning individualistic work) on cognitive and affective outcomes, prejudice, self-esteem, anxiety, and social skills. Cogently presents the deleterious effects of competition and disposes decisively of some "myths" about the benefits of competition. Discusses some conditions necessary to produce cooperative and competitive interaction among students.

Jones, John E. A case study of a selected elementary school under conditions of planned change. In W. W. Charters Jr., et al., The process of planned change in the school's instructional organization. Eugene, Oregon: CEPM-CASEA (Monograph No. 25), 1973. Pp. 53-65.

A case study of a selected elementary school organization under conditions of planned change. The study setting was an elementary school in a suburban school district. The elementary school staff was implementing differentiated staffing and other related new forms of organization, such as individualized instruction and modular scheduling.

... Major barriers to the change effort were ... (1) a lack of change agent leadership, (2) a lack of understanding of the planned change, (3) the implementation capacity of the participants, (4) the demands of time, and (5) the demands for new role behaviors, ... [and] (6) a [need] to participate in training activities specifically designed to overcome deficiencies that would inhibit implementation of the planned change. Further, it should be noted that: (7) preparation of structural changes (new job descriptions, titles and organizational structures) do not necessarily lead to new role behaviors needed to implement planned change, (8) adequate planning and preparation time must be allowed if planned change is to be implemented, (9) new people must receive adequate training before they are brought into the implementation setting, (10) when outside assistance is needed, it must be selected on the basis of relevancy to the staff's requirements in implementing the planned change, [and] (11) the severe overload created by implementing a planned change must be recognized by all concerned and appropriate adjustments must be made. (Excerpted from author's abstract)

Jones, Richard V. Tuning up the staff for organizational change. Secondary Education, 1969, 44, 339-346.

The author suggests six steps which seem appropriate to any major organizational innovation: (1) the examination of present practices; (2) the clarification of purposes; (3) the examination of new models; (4) the development of new skills; (5) the protection of change; and (6) the feedback for growth. He lists the steps on the assumption that the standard conditions for organizational change are operational. Three of the

standard conditions are as follows: (1) an atmosphere of freedom which encourages thoughtful experimentation; (2) an organization hierarchy which not only values competence but also assumes competence in all staff members; and (3) an oranization in which decisions are made as close to the operational level as is possible. -- Maguire, Temkin, and Cummings, (1971).

Kasarda, John D. The structural implications of social system size: A three-level analysis. American Sociological Review, 1974, 39(1), 19-28.

This study examines the structural implications of social system size on the three levels of the social system hierarchy: the institutional, the communal, and the societal. Cross-tabular and correlation analysis indicate that large size has a substantial influence on the internal organization of social systems at each level. The most pervasive effect of size is on the communicative structure of social systems. With expanding system size, disproportionately large amounts of human resources are drawn into the communicative components of institutions, communities, and societies. Professional and technical functions likewise tend to increase disproportinately, but not nearly as much as communicative functions. Comparative analysis also shows that current research findings on the negative effect of size on the managerial structure of institutions may not be generalizable to larger and more diffuse social systems. (Author's abstract)

Katz, Daniel and R. L. Kahn. The social psychology of organizations. New York: Wiley, 1966.

Discuss the behavior of people in organizations based on "open-system theory," which is carefully defined. In Chapter 13, seven approaches to organizational change are considered: information, individual counseling and therapy, peer-group influence, sensitivity training, group therapy, survey feedback, and direct systematic change. Very readable. -- Culver and Hoban (1973, p. 255).

Kelly, James G. Naturalistic observations in contrasting social environments. In Edwin P. Willems and Harold L. Rausch (Eds.), Naturalistic viewpoints in psychological research. New York: Holt, Rinehart, Winston, 1969. Pp. 183-199.

The focus of this research has been upon adaptive behavior by persons in different social settings. The theoretical goal is develop propositions on how individuals become effective and survive in varied social environments.... The study of natural environments and how persons with different coping preferences interact with them [is to be described] (p. 183).

... in the work with two contrasting high school environments, students in a school with a high rate of exchange of students seemed almost oblivious, even indifferent, to being observed, while students in a second school ... appeared to suppress public behavior, to become more covert ... in their expressiveness .... (p. 185).

I predicted that in an environment with rapid pupil turnover there would be ... a dominant value for personal development, in other words, an individual's functional competence would be primary for societal membership. In the constant environment ..., a monolithic society ... was predicted to arise. The primary ethos here would be for members of the community to locate themselves rather than to develop (p. 188).

Kelly, James G. Qualities for the community psychologist. American Psychologist, 1971, 26(10), 897-903.

The thesis for these comments has been ecological and affirms that the community psychologist survives as he does good works in different settings and copes with diverse persons and real issues. The seven qualitites presented are suggestions for redefining the behavior for the community psychologist and for revising our methods of training. It is proposed that the hallmarks for community psychology are met when the locale is the primary source both for the energies and the work of the community psychologist (p. 903).

Keutzer, Carolin S., Fred R. Fosmire, Richard Diller, and Mary Dell Smith. Laboratory training in a new social system: Evaluation of consulting relationship with a high school faculty. Journal of Applied Behavioral Science, 1971, 7(4), 493-501.

An account of "start up" training for the staff of a new high school. In comparison with a control school, the experimental staff showed increases in predicted candor, acceptance of overt conflict, and student perceptions of favorable conditions in the school (such as whether teachers make students feel like children). Impressions from direct observation supported questionnaire data. Some unfavorable concommitants are described.

Kimbrough, Ralph B. Power structures and educational change. In Edgar L. Morphet and Charles O. Ryan (Eds.), Planning and effecting needed changes in education. Denver: Third Area Conference on Designing Education for the Future, 1967. Pp. 115-136.

— See also the author's book, Political Power and Educational Decision-Making, Chicago: Rand McNally, 1964. -- Culver and Hoban (1973, p. 256).

King, Nathan. Clarification and evaluation of the two-factor theory of job satisfaction. Psychological Bulletin, 1970, 74(1), 18-31.

Because the two-factor theory of job satisfaction has not been explicitly stated by its proponents, various researchers have explicitly or implicitly denoted different "theories" as the two-factor theory. Five distinct versions of the two-factor theory are explicated and evaluated. It is concluded that (a) two of these versions are invalid, as they are not supported by any empirical studies; (b) another version is invalid, as its alleged empirical support merely reflects experimenter coding biases; and (c) the validities of the remaining two versions are, at present, indeterminate, as they have not been adequately tested in studies where defensive biases inherent in certain self-report measures are eliminated. These conclusions are discussed in terms of the principle of multiple operationalism, and a method of testing the two indeterminate versions is suggested. (Author's abstract)

See also Schneider and Locke (1971) and Waters and Waters (1972).

Klausmeier, Herbert J., Mary R. Quilling, and Juanita S. Sorenson. The development and evaluation of the multiunit elementary school. Technical Report No. 158. Madison: Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, 1971.

A system of individually guided education (IGE) has been developed at the elementary school level. The IGE system eliminates many ineffective practices that have survived throughout the past decades. The IGE system has seven components, one of which is new organizational/administrative arrangements, together called the "Multiunit Elementary School (MUS-E)." These new arrangements are the instruction and research unit at the classroom level (I&R unit), the instructional improvement committee at the building level (IIC), and the system-wide policy committee at the system level (SPC). The MUS-E emerged since 1965 from a synthesis of theory and practice regarding instructional programming for the individual student, horizontal and vertical organization for instruction, role differentiation, shared decision making, and open communication.

Since 1965-1966, 164 MUS-Es have been formed and there has been continuous evaluation of the effects of IGE. The organizational/administrative specifications dealing with specialization of tasks, cooperative planning and open communication among teachers and administrators, decision making at appropriate levels in the school system, high morale and job satisfaction among teachers, non-grading and continuous progress of students, and related phenomena have been met. Higher student achievement is occurring where the curriculum component in reading has been incorporated

into smooth functioning MUS-Es. Early evaluation results indicate support of the hypothesis that children in the sixth year of schooling in an IGE/MUS-E school will achieve as high as did children of the same school in seven years prior to adoption of the IGE system. (Authors' abstract)

Klausemeier, Herbert J. and Roland J. Pellegrin. The multiunit school: A differentiated staffing approach. In David S. Bushnell and Donald Rappaport (Eds.), Planned change in education: A systems approach. New York: Harcourt Brace Javanovich, 1972.

Describes the plan for structure and functioning of the multiunit school originated by the Wisconsin R & D Center for Cognitive Learning.

Klein, Donald C. Research component of developmental approach to community change. In Robert A. Luke, Jr. (Ed.), First tango in Boston: A seminar on organization change and development. Washington, D.C.: National Training and Development Service, 1973. Pp. 34-37.

Tells the data-collection methods used in a large project to improve the "service delivery" of city agencies. The only noteworthy content of this article is the information that, contrary to older custom of social scientists, no questionnaires were were used at all, nor was randomization in interviewing attempted. Presumably these decisions were made deliberately. For other phases of the same project, see Coleman and Cushnie (1973) and Perkins (1973).

Klein, Stuart M., Allen I. Kraut, and Alan Wolfson. Employee reactions to attitude survey feedback: A study of the impact of structure and process. Administrative Science Quarterly, 1971, 16(4), 497-514.

This study examines the impact of attitude survey feedback on recipients' attitudes toward the feedback process and their perceptions of survey utilization. Two populations were examined in a natural experimental setting: manufacturing employees and manufacturing managers. Independent variables were of two classes: structure and process. It was hypothesized that each class would be positively associated with the dependent variables. In the main, however, the process variables were more powerful predictors of the dependent measures. Analysis disclosed that structure facilitates process and is its natural antecedent. A model of information dissemination was posited whereby the relationship between structural variables and attitudes was moderated by process variables. This was supported by the data. In addition it was found that the process variables were of two classes: communication and involvement, the former predicting better to satisfaction with survey feedback and the latter predicting

better to perceived utilization of the survey's results. Finally, it was found that the management group perceived utilization and satisfaction as highly related, probably because of the decision-making orientation of this group. (Authors' abstract)

Korman, Abraham K. Organizational achievement, aggression and creativity: Some suggestions toward an integrated theory. Organizational Behavior and Human Performance, 1971, 6, 593-613.

This paper develops the hypothesis that hierarchical structure and external control in organizations are antecedent variables leading to low achievement, low creativity, and high aggression. An intervening variable of belief systems is postulated and a consistency motivational hypothesis is suggested. Data supportive of the hypothesis is reviewed and implications are suggested.

Krantz, Peter. What do people do all day? Behavioral Science, 1970, 15(3), 286-291.

This article outlines the simultaneous developments in methodology and computer use which could make the field of time-budget research attractive to various types of behavioral study.

Kreitlow, Burton W. Evaluating the influence of change agent teams on the order of change processes of school systems: A test of the model for educational improvement. Technical Report No. 214. Madison: Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, 1972.

... the investigation deals with school systems using change agent teams as a vehicle for educational improvement and compares them to other school systems without such teams.

Four propositions are examined regarding systems with and without change agent teams. These propositions [deal] with (a) perception of the stages of the adoption process, (b) emphasis placed on these stages, (c) distribution of responsibility in the adoption process, and (d) influence exercised by key groups in the adoption process.

Findings revealed little evidence that the presence of change agent teams made and difference in perception, emphasis, responsibility, or influence in relation to the improvement process in a school system. Of special concern was the ancillary finding that school staffs have limited knowledge of the process of adoption in their own school system. This was identified as the "level of ignorance" and showed that from 32% to 73% of the staff knew little of the process by which a major innovation was adopted in their own school system. (Author's abstract)

Kuhn, Alfred. The logic of social systems. San Francisco: Jossey-Bass, 1974.

Ten years in the writing [this book] contains nearly a thousand propositions about individual and social behavior. Alfred Kuhn deduces these propositions from two interrelated models -- a human model concerning knowing, wanting, and doing (cognitive, affective, and motor processes); and an interpersonal or group model involving transfers of information (communications), transfers of valued things (transactions), and processes for carrying out joint activity (organizations). He presents the nonmathematical definitions and assumptions of each model, precisely defining a large number of social science concepts -- including govenment, power, freedom, culture, socialization, class, status, rationality, market, and costs and benefits -- in terms of a small set of basic concepts. In addition, he explores the implications of his approach for human ecology, anthropology, human geography, and history, and ties together, in one analytic whole, both psychological and social anlysis. The author believes that the limited number of basic concepts in this book are more effecient, more useful to research, and more directly related to reality than those currently in use and that the theory he presents is a logical approach to a unified social science.

Many social scientists seem to argue that tying together the separate concepts used by political scientists, sociologists, and economists is a feat on the order of reuniting the lost tribes of Israel. The Logic of Social Systems not only shows that unification of the social sciences is possible but provides a logical approach to such unification and points out the inefficiencies and weaknesses of the current fragmentation. Alfred Kuhn provides precise definitions for over 450 social science concepts and combines them in a tight, useful analytic framework which should become a standard reference for researchers in all social and behavioral science disciplines. As he is quick to point out, there is still much to be done -- in testing and refining the hypotheses deduced from the models and in research by specialists on systems at different levels of analysis. For that work to begin, he outlines the necessary unified structure, common base, and common scientific language of social science. -- Publisher's blurb.

Contents: 1. Introduction: The Main Concepts; 2. Systems in General; 3. Human System: Background; 4. Human System: Detector, Selector, Effector Subsystems: 5. Human System: DSE Interactions and Summary of Model; 6. Decisions; 7. Communications; 8. Transactions: Basic; 9. Transactions: Details; 10. Aggregate Power; 11. Interrelationships of Communication and Transactions; 12. Formal Organization: General Theory; 13. Formal Organization: Government; 14. Informal Organization; 15. Semiformal Organization; 16. Social Change and the Idiographic; 17. Applications to Other Areas.

Kurland, N. D. and R. I. Miller. Selected and annotated bibliography on the processes of change. Albany, New York: Center on Innovation, New York State Education Department, 1966.

Lammers, C. J. Power and participation in decision-making in formal organizations. The American Journal of Sociology, 1967, 73(2), 201-216.

The notion that influence (power) is not a fixed amount at the disposal of an organization but rather a potentially expanding resource is developed in two directions. First, it is argued that "power raises" for lower-level participants and their effects on the total amount of power available to managers and managed are comparable to wage raises and their effects as described by modern economists. Second, a review of some European research, most of it relating to indirect participation (joint consultation), leads to the conclusion that the theorem of expanding power (and, therefore, of relativity of the conflict of power interests) serves as an explanatory scheme for these forms of participation as well as for the forms of direct participation on which most U. S. research is focused.

Langmeyer, Daniel. An exploratory study of group effectiveness using two tasks and three populations differing in organizational history. Doctoral dissertation, University of Oregon, 1968.

The purpose of the research was to explore the differences between two tasks and three populations in experimenter ratings, subject ratings, and production scores. The experiment was designed as a 3 x 2 x 2 factorial with populations, tasks, and order of presentation as the factors. Each work group contained three subjects from one of three populations: ad hoc college, established college, and established field. Established groups had previous experience working together in either a social psychology class or on a school faculty. Ad hoc groups were drawn from a lecture section of social psychology.

The tasks used were a peg and card task. The peg task involved finding, with the use of a probe, a pattern placed in a square matrix of holes, in as little time and making as few errors as possible. Two types of errors were possible -- probing the non-pattern holes (commission) or describing an incomplete pattern (omission). The card task involved finding the unique card within the three group members' cards by sharing information verbally.

Analysis of variance revealed that subjects were more organized, more satisfied, less responsive to questions, felt less behind, and reported more disagreement on the peg task than when on the card task. Established field groups took more time with the work task (card) than the other populations. Established college groups rated other group members as more responsive to questions and rated themselves as feeling less left out than other populations.

Satisfaction with method was associated with more organization and sharing of decision making for peg and card tasks. For established college groups, satisfaction with scores was generally uncorrelated with actual production scores (but positively correlated for the other populations) and the more dominance on the peg task, the more satisfaction with scores and method (the reverse being true for the other populations). The correlations between satisfaction and other variables indicate that established college groups were more sensitive to the interpersonal structure of the work group rather than production outcomes. (Excerpted from author's abstract)

Langmeyer, Daniel, ~~and~~ Leonard Lansky, and W. Brendan Reddy. Organizational training in subsystems of a midwest school district. In William Claiborn and Robert Cohen (Eds.), School intervention (Vol. 1). New York: Behavioral Publications, 1973. Pp. 191-205.

Langmeyer, Daniel, Richard A. Schmuck, and Philip J. Runkel. Technology for organizational training in schools. Sociological Inquiry, 1971, 41, 193-204. ERIC order number ED 034 325.

This paper describes an organizational training methodology where the focus of intervention is on the organizational interactions of role occupants, not on personalities. The emphasis is on problem-solving and/or communicative skills involving seven steps: (1) Initial contact with members of the school district. (2) Commitment from the school district and from us of specified amounts of time and energy; setting up the contract; establishing our role as consultant, change-agent, and trainer; clarifying the status of the trainer as consultant to the entire school district rather than to one segment such as the administrators. (3) Data-gathering concerning educational goals and concerns--diagnosis. (4) Feedback of data to the target group. (5) Setting goals for organizational training with the target group. (6) Carrying out a training program over an extended time period. (7) Data-gathering concerning effects of the training. -- Maguire, Temkin, and Cummings (1971).

Lansky, Leonard, et al. The effects of human relation training on diagnosing skills and planning for change. CEPM-CASEA, University of Oregon, 1969. ERIC order number ED 032 652.

The authors conclude that a one-shot laboratory training experience for administrators conducted outside the context of the organizational system within which the participants engaged is not a very effective or powerful tool for initiating and maintaining significant behavior change in the back-home situation. -- Maguire, Temkin, and Cummings (1971).

Laszlo, Ervin. The systems view of the world. New York: George Braziller, 1972.

This book is the first to present "the systems view of the world" in non-technical language. In its three sections, it contrasts the systems approach with the outmoded atomistic conception of the world, surveys and spells out the contemporary systems philosophy of nature, and focuses the searchlight of systems concepts on our understanding of man and his current crises. -- publisher's blurb.

Laszlo, C. A., M. D. Levine and J. H. Milsum. A general systems framework for social systems. Behavioral Science, 1974, 19(2), 79-92.

Identification and measurement of system inputs, the dynamic behavior of identifiable subsystems, the appreciation of stochastic factors and overall system behavior are important not only to our political and professional social system managers, but also more generally to everyone in society. However there remain major difficulties caused by the lack of data on which evaluations of societal functions can be based, and the limitations of existing system methodologies to deal with the full range of complexity in societal systems. In this paper the relationship between general systems theory and social systems is explored, including an introduction to the general system characteristics which seem basic to social systems. Emphasis is placed on the discussion of social indicators and social accounts in the system theoretic context, and the adaptability of system and control concepts to the social environment. (Excerpted from author's abstract)

Lawrence, Paul R. and J. W. Lorsch. Organization and environment. Boston: Division of Research of the Harverd Business School, 1967.

Lawrence and Lorsch have developed a "contingency theory" of organization that describes organizational structure and process contingent on the environmental uncertainty. They have explored the implications of contingency theory for OD and reported change efforts in a variety of organizations that seek to take into account the interfaces between individuals, groups, the organization, [sic] and its environment. Although only crude efforts at evaluation have been made, the theory is one of the most promising yet available in OD, in that it attempts to account systematically for both structural and processual variables and interventions at various levels in the organization. -- Friedlander and Brown (1974,p. 333).

See also Gene W. Dalton and Paul R. Lawrence, and Larry E. Greiner. Organizational change and development. Homewood, Illinois: Dorsey Press, 1970. Also Gene W. Dalton, Paul R. Lawrence and

Jay W. Lorsch. Organizational structure and design. Homewood, Illinois: Dorsey Press, 1970. Also Gene W. Dalton and Paul R. Lawrence. Motivation and control in organizations. Homewood, Illinois: Dorsey Press, 1971.

Lawrence, Paul R. and J. W. Lorsch. Developing organizations: Diagnosis and action. Reading, Massachusetts: Addison-Wesley, 1969.

An organization is defined as the coordination of different activities of individual contributors to carry out planned transactions with the environment. With regard to organization development, the authors focus on three critical interfaces: (1) the organization-environment interface, (2) the group-group interface, and (3) the individual-organization interface. The differentiation and integration model, which provides a set of concepts which enable an understanding of what characteristics an organization must have to be effective in a particular set of environmental circumstances, is used along with behavioral science tools and concepts to provide a way of understanding possible solutions to problems at the three critical interfaces. This forms a basis for the author's model of organization development, which consists of the following four stages: (1) diagnosis, (2) action planning, (3) implementation, and (4) evaluation. -- Maguire, Temkin, and Cummings (1971).

Lehman, Linda. Organizational change and the teacher. Educational Technology, 1972, 12(10), 52-54.

Many schools and school systems are currently considering various kinds of radical change: team teaching, open classrooms, participative decision-making, parent and community involvement, curricular revision and new evaluation techniques, to mention a few. Some of them are turning to OD and other consultancy services for help. Dr. Martin Luther King Elementary School in Syracuse, New York, embarked on a curricular and organizational change program five years ago. For the first three years the staff worked with a team of OD consultants from Syracuse University. In what follows I would like to state briefly how this happened, explain the master plan for change that was originally presented, and then, from my point of view as a teacher in the school, comment on what took place and try to assess the successes and failings of the whole program (p.52).

Levin, Gilbert and David D. Stein. System intervention in a school-community conflict. Journal of Applied Behavioral Science, 1970, 6(3), 337-352.

During the New York City school strike of 1968, staff members of a community mental health center, along with members of a local community group, helped plan and execute a Forum in

school-community relations intended to channel existing conflicts toward the long-term benefit of the community the center serves. The significance of this report stems from several factors that are not typical of applied behaivoral science interventions. First, entry took place at the height of a community conflict situation, in the face of warnings from various parties to the conflict that the most constructive course was to do nothing. Second, the relationship between a community mental health center and its catchment area differs in important respects from that involved in either the external change-agent models, and thus limits action alternatives in such a crisis. Third, turnout at the Forum was strikingly high and quite representative of the community population. Fourth, the design of the Forum itself is of interest, since it altered successfully some of the chaotic aspects of the typical public meeting, (Author's abstract)

Levine, Donald M., C. Brooklyn Derr and Richard P. Jungans. Educational planning with organizational development: A people-involving approach to systemic planning. Educational Technology, 1972, 12(10), 14-26.

The authors feel that PPBS planners often neglect vital human problems and offers a technique for interweaving PPBS and the development of human potential within an organization. This technique includes allowing each person to participate in the planning process insofar as his own fucntion will be affected, planning for a degree of independence for subordinates, and encouraging rational risk-taking. This is done by so structuring the planning and rewards processes that trust, agreement with organizational goals and two-way communication are built into the system. A detailed five-phase outline of such a program is presented. -- Maguire, Temkin, and Cummings (1971).

Lighthall, F. F. Multiple realities and organizational nonsolutions: An essay on "Anatomy of Educational Innovation." School Review, 1973, 81(2), 255-293.

... this study reveals in detail and on the hoof a kind of leadership that has widespread acceptance and is in abundant evidence among those in power--in schools, yes, but also in governments, businesses, and families. It is a concept of leadership that holds as legitimate the leader's manipulation of his subordinates (not necessarily followers), influencing them to do things in a way and at a time that he believes they would want if only they knew what he knows. This concept of leadership has kinship with a concept of authority that Francis Schrag points out is tenable between parents and children. Smith and Keith's book reveals what happens to cooperation among mature humans when some of them, under the guise of

being leaders, arrogate to themselves the authority and role of parents over others who are not their (or anyone else's) children. The study is an examination of the denial of multiple realities and of the repeated acting out of the synecdochical fantasy among those in power that their world is the world. Smith and Keith supply abundant data in support of the hypothesis (mine, not theirs) that positional power, unsupported by authentic and relevant communication, exercises a regressive influence (in the Piagetian sense) on the person holding the position: he becomes more egocentric in his view of the world into which he intervenes with power (pp. 255-256).

Likert, Rensis. The human organization: Its management and value. New York: McGraw-Hill, 1967.

A sequel to New patterns of management, this book describes more fully the nature of the complex and effective theory of management called "system 4" and analyzes its greater capacity for the achievement of more favorable productivity, costs and earnings. -- Stuart and Dudley, 1967.

Lindbloom, Gordon. Is influence in schools a zero-sum game? (Paper presented at the Pacific Northwest Educational Research and Evaluation Conference, May 1973. Also presented at the Convention of the Oregon Psychological Association in May 1973.) CEPM-CASEA, University of Oregon, 1973. (Mimeo)

The answer is no. Gives data showing instances of increased influence on the parts of both teaching staff and principal.

Lippitt, Peggy, Jeffrey W. Eiseman and Ronald Lippitt. The cross-age helping package. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, 1969.

Contents: (1) A book which includes orientation to the idea of Cross-Age Helping, inservice training for a staff team, and training sessions for older children who will act as helpers. (2) A filmstrip (20 minutes) with a script and recorded sound track gives an overview of one Cross-Age design. (3) A record (2 sides, 18 bands, 25 minutes overall playing time) can be used as auxiliary material for inservice staff team training and for the training sessions designed to help older children relate constructively to younger ones. (4) The total price of the package is $60 which includes the opportunity for a pre-arranged telephone conversation with a consultant or a taped response to your questions about the program which can be played for a group.

Lippitt, Ronald, Robert Fox and Richard Schmuck. Innovating classroom practices to support achievement motivation and ego development.

In Eli M. Bower and William G. Hollister (Eds.), Behavioral Science Frontiers in Education. New York: Wiley, 1967. Pp. 322-334.

An experiment to test ways of (1) enhancing the affective integration in the pupil of a positive feeling about himself and others and of (2) increasing the cognitive skills and coping mechanisms of the pupil.

Lippitt, Ronald, Jeanne Watson and Bruce Westley. The dynamics of planned change. New York: Harcourt, Brace and Company, 1958.

A study of principles and techniques which answer some fundamental questions about change. Attention is focused on planned change, and its basic principles are induced from a variety of the techniques used to effect change throughout a large part of the social scene. Deals with characteristics of the "client system" the change agent, internal and external relations, the phases of planned change, etc. For review see J. H. Bossard in Contemporary Psychology, 1958, 3, 228-229.

Little, Arthur D., Inc. A model for innovation adaption in public school districts: Research on the characteristics of selected school systems as they relate the need for appraisal, acceptance, and use of innovations. Final Report. Cambridge, Massachusetts: Arthur D. Little, Inc., 1968. ERIC order number ED 022 262.

Several change models are reviewed and found to be inadequate in defining the process of innovation as it is encountered in local school districts. The report describes a model which purportedly adequately defines this process. The model is only for a local school district and assumes that the design and evaluation stages of research and development models are completed. The model is one of innovation adoption. It assumes that an initiating mechanism and a sustaining mechanism must be simultaneously present in some force exceeding a very modest threshold value before an innovation adoption can occur. An initiating mechanism is defined as an activity by means of which information about innovations designed elsewhere is brought into the school district. A sustaining mechanism is defined as a characteristic of the school district which acts primarily to establish a climate within which initiating mechanisms can be effective. Performance information about the effects of an adoption and readiness for further adoptions and about overall performance of the school district's educational system is related to the model. -- Maguire, Temkin, and Cummings (1971).

Litwak, E. Models of bureaucracy which permit conflict. American Journal of Sociology, 1961, 67(1), 177-184.

Complex organizations can be described in terms of three models

--Weberian, human relations, and professional. The first is most efficient when dealing with uniform events and traditional areas of knowledge, the second when dealing with non-uniform events and interpersonal relations, while the third is ideal where organizations are split, having some segments requiring uniformity and others not. The third model covers the great bulk of organizations in comtemporary society. Therefore, one of the key theoretical problems in complex organizations is the study of structural procedures by which the conflicting forces are harnessed to organizational goals. (Author's abstract)

Longabaugh, Richard. The structure of interpersonal behavior. Sociometry, 1966, 29(4), 441-460.

The cross-cultural replicability of factor structures obtained from small group and personality research is tested. The sample population is 134 children, observed in six diverse societies. Two factor structures show cross-cultural generality: the Carter three-factor structure of individual prominence, aiding group attainment and sociability; and the Leary two-factor formulation of power and affiliation. A typology, developed from exchange theory and resource-process analysis, is suggested as a set of elements necessary and sufficient to account for both of these structures as well as their relation to one another. It is further suggested that this typology is helpful in accounting for other factor structures obtained from the study of interpersonal behavior. (Author's abstract)

Inspection of the two-factor rotation reveals two bi-polar factors. Factor I contains, at one end, the deprivation categories: symbolic aggression, sociably assaulting and attempting to dominate. It should be noted that pure physical assaulting also attains a modest loading here. On the other end of the factor are the categoreis of acting succorant, sociable and contacting physically. These reflect the interpersonal seeking factor. Thus, the two orthogonal factors of the rate analysis have paired to form opposite ends of a single dimension in the proportions analysis: seeking vs. depriving. Factor II is a mediation vs. non-mediation factor. Positively loaded are the categories of giving support-approval, suggesting responsiblity, giving help and reprimanding (with "attempts to dominate" being positive in direction). Negatively loaded on the factor are the categories of acting sociable, and symbolic aggressions. Directionally negative are the categoreis of assaulting sociably, assaulting physically, contacting physically and succorance. In terms of the small group formulation, the factors might be interpreted as a social-emotional factor and a task factor. The resemblance of the two-dimensional space to that proposed by Leary, however, suggests that this formulation is perhaps a better fit: the mediation vs. non-mediation factor is comparable to his power dimension, and the deprivation-seeking factor is comparable to his hostility-affection dimension (pp. 452-453).

Lorsch, J. W. and P. R. Lawrence. Studies in organizational design. Homewood, Illinois: Richard D. Irwin and Dorsey Press, 1970.

Although written about industrial organization, this book has many lessons for schools. Sets forth the principles of differentiation and integration in organizational structure and the functions of these processes in the organization's response to its environment.

Lubin, Bernard and Alice W. Lubin. Laboratory training stress compared with college examination stress. Journal of Applied Behavioral Science, 1971, 7(4), 502-507.

Authors assessed anxiety, depression, and hostility by means of an adjective check-list in seven T-groups and seven undergraduate college classes. The trend was toward higher stress to be associated with college examinations than with T-groups. References are given to other studies of stress in T-groups.

Luke, Robert A., Jr. (Ed.) First tango in Boston: A seminar on organization change and development. Washington, D.C.: National Training and Development Service, 1973.

Contains a number of case histories which, though taken from work in state and local governments, could suggest methods of managing OD projects in large districts or projects requiring interfacing between school and community. For some of the contents, see Coleman and Cushnie (1973), Klein (1973), and Perkins (1973).

Luke, Robert A., Jr. and Dorothy Mial. An emergent interuniversity consortium for educational change. Journal of Applied Behavioral Science, 1971, 7, 194-214.

As behavioral scientists take an increasingly active role in planned change efforts with schools systems, the need to develop our own skills of collaboration, resource sharing, and creating flexible work structures becomes paramount. No one individual or institution has all the neccessary capabilities.

This report describes the development of an interuniversity consortium, COPED (Cooperative Project for Educational Development), designed to develop and test strategies for planned change in educational systems. To maximize the resources available to client systems, it was decided to involve five universities, each with specialized resources and interests. It was acknowledged from the beginning that considerable energy would have to be devoted to intraorganizational issues such as power and influence, membership concerns, institutional and individual needs for autonomy, and consultant-client relationships. What follows identifies the major organizational and interpersonal

issues and describes how the consortium dealt with the issues of its own maintenance.

Macbeth, Paul R. Preparing communication consultants for a school district: A study of some effects of laboratory training. (Paper presented to American Educational Research Association) 1971.

Specific problem: Detail is needed on the effects of various sorts of training on candidates for the job of organizational specialists; information is also needed on the ways candidates of different backgrounds and characters respond to the training, both during the training and afterward. This report describes these effects among the specialists trained as part of the project also described elsewhere by Wyant (which see).

Results: The amount the candidate learned during training had to do with the way he interacted as he moved through a cyclical sequence of initial interest, presentation of self, involvement in the flow of interaction, and reception of feedback about performance. The laboratory design both in this study and the one by Miles (1965) produced an atmosphere for optimal involvement and meaningful learning. Lastly, after leaving the laboratory, the participant faces a variety of organizational constraints on his application of the skills he learned. The results of the two studies sufficiently converge that generalization can be made to other laboratory and non-laboratory settings about the effects of participants on a learning situation and the effects of the learning situation on participants.

Macbeth, Paul R. Preparing organizational specialists for a school district: Some effects of laboratory training with an organizational development project. Doctoral dissertation, University of Oregon, 1971. Condensation presented to the American Educational Research Association, 1971, under the title: Preparing organizational specialists for a school district: A study of some effects of laboratory training.

The purpose of this study was to describe and evaluate a laboratory training program for a team of organizational specialists in a school district. The team was trained to sense and diagnose organizational maladaptiveness, intervene into organizational processes, and assess the effects of interventions made. Such interventions include facilitating communication, goal clarity, and working relationships within and between subsystems in the district such as school staffs and decision making units.

The study contains two main themes. The first theme considers the theory and technology of organizational training and the relationship between the training and activities of the specialist team and the organizational development project. Strengths and weaknesses of the training design are discussed.

A second theme of this study concerned the evaluation of the training laboratory for the specialists. Methodology for the study was developed after a previous study of laboratory training, Miles' (1965) "Changes During and Following Laboratory Training: A Clinical-Experimental Study." Following Miles' study, an attempt was made to assess the influence of prior personal, personality, and organizational characteristics of trainees on their interaction in the laboratory, their ability to benefit from training, and their success as a specialist in the field. The relationship between laboratory learning and post-training performance in the specialist role was also analyzed.

Results of this study confirmed many of the findings of Miles' study. Personality factors did not relate to training outcomes directly, but did influence the way a trainee participated in the laboratory. Also, the nature of involvement and participation in the laboratory was the best predictor of learning from training. Contrary to prediction, the amount learned during training did not relate to success in the field as a specialist; organizational factors mediated between laboratory learning and effectiveness in the field. Success in actual training events was shown to be a function of a participant's initial desire to join the program, his security in the district, and his perceived power to evoke change in district groups. (Excerpted from author's abstract)

McClelland, David C. Methods of measuring human motivation. In John W. Atkinson (Ed.), Motives in fantasy, action, and society. New York: Van Nostrand, 1958. Pp. 7-42.

Describes methods of measuring needs for achievement, affiliation, and power.

For an account of later work on training for achievement motivation, see David C. McClelland and D. G. Winter. Motivating economic achievement. New York: Free Press, 1969.

McCormack, James S. Communication and the organization. Advanced Management Journal, 1968, 33(1), 63-67.

A good communication analysis can provide insight into certain aspects of organizational malfunctioning. The article considers the characteristics of organizations and the potential of the Shannon formula for measuring informational transmission. This theory, involving such factors as information content, transmission time, communication source and strength, and the various distracting elements, provides a means of systematic study. Illustrative experiments are described by the author to indicate the quantitative measurements possible by this analytical approach.

McDill, Edward L., Leo C. Rigsby, and Edmund D. Meyers. Educational climates of high schools: Their effects and sources. American Journal of Sociology, 1969, 567-586.

Through contextual analysis, the authors demonstrate that (1) a number of dimensions of the educational climates of schools have moderate effects on the mathematics achievement and college plans of students, with relevant individual attributes controlled; (2) several indicators of "intellectual" or "cultural" facilities of the community and measures of school curriculum and facilities do not qualify as sources of variations in climate effects; and (3) the degree of "parental involvement in and commitment to the school" is the one contextual variable which is a source of climate effects. The educational implications of the results are discussed. -- Maguire, Temkin, and Cummings (1971).

McGrath, Joseph F. (Ed.) Social and psychological factors in stress. New York: Holt, Rinehart, Winston, 1970.

Although this book does not deal with schools, it contains many useful ideas about coping with stress in organizations.

McGregor, Douglas. The human side of enterprise. New York: McGraw-Hill, 1960.

Deals with policies and practices in the management of human resources in business and industrial organization, examining them in the light of current social science knowledge about human nature and behavior. Two important suppositions form the basis of this material: Theory X--The assumptions upon which traditional organizations are based and which appear inadequate for the full utilization of human potentialities. Theory Y--The assumptions consistent with current research knowledge which could lead to higher motivation and greater realization of both individual and organizational goals. -- Stuart and Dudley (1967).

McGregor, Douglas. The professional manager. New York: McGraw-Hill, 1967.

McGregor wrote the most original and seminal book (The Human Side of Enterprise) on industrial psychology in the past two decades. The Professional Manager is a major step ahead of that book in linking behavioral concepts to organization behavior and showing how a Theory Y organization may be developed through appropriate managerial intervention and understanding. McGregor's book is unique because it is a personal statement about the nature of mangerial leadership and how it can optimize organizational goals to individual needs. No one writing today has the empathy and understanding of psychology

and the enterprise as had McGregor. -- Warren Bennis.

See also Sherman Kingsbury in Administrative Science Quarterly, 1968, 12, 628-630.

McIntyre, K. E. An experiment in recruiting and selecting leaders for education. Austin, Texas: University of Texas, Southwest School Administration Center, 1956.

A good account of a debacle.

Maguire, Louis M., Sanford Temkin, and C. Peter Cummings. An annotated bibliography on administering for change. Philadelphia: Research for Better Schools, Inc., 1971.

Sixty-four among the hundreds of entries are themselves bibliographies.

March, James G. Model bias in social action. Review of Educational Research, 1972, 42(4), 413-429.

"The major claim to legitimacy by a social scientist is the claim ... that his speculations are good ones" (p. 413). , March goes on to list some familiar speculations; that is, "myths by which we deal with other people ... by which we deal with ourselves" (p. 414). Some myths or familiar speculations discussed by March include these:

> Human beings aspire for power and direct their behavior primarily toward gaining a favorable power balance with -- other people.
>
> Adult human behavior is understandable in its basic forms as stemming primarily from experience of early childhood.
>
> Things are not what they seem. Human beings are guided by a number of unconscious motives that affect their behavior in subtle ways.
>
> The problems of policy making are seen as first discovering a set of acceptable social objectives, second finding a set of procedures..., and third evaluating the achievement of those prior objectives...." (pp. 414-417).

"... our cultural ideas of intelligence and our theories of choice ... share three ... ideas: ... pre-existence of purpose ... necessity of consistency ... [and] primacy of rationality" (pp. 418-419).

"... we need to find some ways of helping individuals and organizations to experiment with doing things for which they have no good reason, to be playful with their conception of themselves. ... we can treat goals as hypotheses .... intuition as real .... hyprocricy as a transition .... memory as an enemy ... [and] experience as theory" (pp. 426-427).

"If we knew more about the normative theory of acting before you think, we could say more intelligent things about the functions of management and leadership when organizations or societies do not know what they are doing. [For example:] Managers who make decisions might well view that function somewhat less as a process of deduction or a process of political negotiation, and somewhat more as a process of gently upsetting preconceptions of what the organization is doing. [Planning] can be used as a part of the efforts of the organization to develop a new consistent theory of itself .... social experiments need not be [judged] in terms of the degree to which they have fulfilled our a priori expectations. Rather ... in terms of what we now believe to be important.... Imagination in social policy formation involves systematically adapting to and influencing preferences .... The design of organizations should [maintain] both playfulness and reason as aspects of intelligent choice" (pp. 427-428).

Marcum, R. Laverne. Organizational climate and the adoption of educational innovation. Logan: Utah State University, 1968. ERIC order number ED 023 158.

A study was conducted to determine those factors which inhibit or cause change to occur in a school system. Data were gathered from 1,058 teachers and administrators from thirty schools in five western states. Halpin and Crofts' Organizational Climate Description Questionnaire was adminstered to the teachers and principals of the thirty schools to determine the climate of the school. It was concluded that schools involved in innovational practices were also characterized by open climates, higher expenditure per student, younger professional staff, lower tenure in the school, and a larger number of professional staff. Also, principals in the most innovative schools perceive the climate as more open than do the teachers; however, the teachers still viewed the climate as open. Finally, younger teachers, larger number of professional staff, and the lower mean number of years at a school were associated with the open climate schools. -- Maguire, Temkin, and Cummings (1971).

Margulies, Newton. Organizational development in a university setting: Some problems of initiating change. Educational Technology, 1972, 12(10), 48-51.

As a framework for organizational change, OD can be viewed as a system of three related elements: the values, the process and the technology. This article focuses initially on these elements

and then gives substance to them via a discussion of a situation in which an effort was made to initiate an organizational development program in a university setting.... The specific "client" organization within that university was the College of Social Sciences.... The impetus for engaging in organizational development came from one of the department chairmen, who thought that the OD process and technology held some promise for assessing and dealing with the current problems of the College of Social Sciences (p. 48).

Marien, Michael. Notes on the education complex as an emerging macro-system. In E. O. Attinger (Ed.), Global systems dynamics. New York: S. Karger, 1970. Pp. 225-244.

In a dynamic, knowledge-based era, new conceptual approaches are required to supplement the traditional focus on single organizations confined in spatial boundaries. Growing social complexity also necessitates transdisciplinary program overviews to aid public policy formulation. 'The Education Complex' focuses on the interaction of four components (core educating systems, peripheral programs, selected suppliers, and organized beneficiaries), and places special emphasis on system relationships to informal education and international education. The initial task of entitation entails a consideration of functional, spatial, input, and beneficiary boundaries. The resultant entity of the education complex is justified by exploring a fifth boundary -- time -- in which evidence is provided to support the view of an emerging macro-system. The suggested realities of emerging and overlapping macro-systems require certain adaptations for general systems theory: accepting a world of blurring boundaries and lagging concepts, and moving from a focus on isomorphic traits to one involving a systems spectrum. These adaptions will hopefully result in greater attention to understanding the systems most important to shaping the future human condition. (Author's abstract)

Marien, Michael D. Alternative futures for learning: An annotated bibliography of trends, forecasts, and proposals. Syracuse, New York: Educational Policy Research Center (1206 Harrison Street, 13210), 1971.

Marien, Michael. Credentialism in our ignorant society. Notes on the future of Education, 1971, 2(3), 12-15.

Tells about the troubles caused by over-reliance on credentials.

Maslow, Abraham H. Motivation and personality. New York: Harper and Row, 1954.

Presents his well-known hierarchy of needs: survival, security,

social interaction, ego satisfaction, and self-actualization. Maslow gave an earlier statement in: A theory of human motivation. Psychological Review, 1943, 50, 370-396.

Maslow, Abraham H. Eupsychian management. Homewood, Illinois: Dorsey Press, 1965.

Management to enhance the self-actualization of persons.

Mechanic, David. Sources of power of lower participants in complex organizations. Administrative Science Quarterly, 1962, 7(1), 349-364.

This paper explores various factors that account for the power of secretaries, hospital attendants, prison inmates, and other lower participants within organizations. Power is seen as resulting from access to and control over persons, information, and instrumentalities. Among the variables discussed affecting power are normative definitions, perception of legitimacy, exchange, and coalitions. Personal attributes related to power include commitment, effort, interest, willingness to use power, skills, and attractiveneses. Finally, various attributes of social structure are discussed which also help to account for the power of lower participants: time spent in the organization, centrality of position, duality of power structures and replaceability of persons. (Author's abstract)

Merei, Ferenc. Group leadership and institutionalization. In Eleanor E. Maccoby, Theodore M. Newcomb and Eugene L. Hartley (Eds.), Readings in social psychology. (3rd ed.) New York: Holt, 1958. Pp. 522-532.

A study of acquisition of leadership among children.

Michael, Donald N. On learning to plan -- and planning to learn. San Francisco: Jossey-Bass, 1973.

This book is the first detailed, systematic examination of the behavioral and structural requirements of long-range social planning (Irsp) and its social and political implications. Michael surveys the likely responses and resistances of people and organizations to vital change, and he describes what can be done to overcome them. He shows why radical changes in the structure of governmental and corporate organizations and in the behavior of those who work in them are now essential if we are to meet future contingencies. Further, he explores the feasibility of developing a completely new learning process based on Irsp and human values. On Learning to Plan -- and Planning to Learn -- by providing guidance to those concerned with increasing the human capabilities and social responsibility of organizations -- makes possible a more

promising future. -- Publisher's blurb.

Contents: 1. Overview and Context; 2. Meaning and Purposes of Long-Range Social Planning; 3. Sources of Individual Support for Long-Range Social Planning; 4. Long-Range Social Planning in Corportations; 5. Living with Uncertainty; 6. Embracing Error; 7. Future-Responsive Goal Setting; 8. Social Psychological Burdens in Coping with the Future; 9. Role Conflict and Role Ambiguity; 10. On the Necessity for Greater Interpersonal Competence; 11. Organizational Restructuring; 12. Changes in Sentient Group; 13. Restructuring Capability; 14. Boundary-Spanning; 15. Resistances to Information-Sharing; 16. Feedback and Resistances.

Miles, Matthew B. Innovation in education: Some generalizations. In M. B. Miles (Ed.), Innovation in education. New York: Teachers College, Columbia University, 1964. Pp. 631-662.

The author discusses innovation in education. Properties of an innovation such as outlays of time or money, ease of discard if it is unsatisfactory, built-in or supplemental implemention supports, and congruence with the potential adopting system, all influence adoption. Active innovators have contacts with co-workers; they tend to be in positions of authority and to be creative and intelligent, but they may also be impractical or emotionally unstable; group-sponsored innovations tend to be moderate and implementation is often facilitated by creation of a temporary system. Relevant characteristics of target organizations include the strength of the forces working for stability, and cultural attitudes affecting change. Strategies for change need careful planning and should include attention to diffusion, reduction of pressures on decision-makers, and use of linkage. Two models of change are given, one starting with development of interest in an innovation and ending with a post-trail decision to adopt, adapt, or reject it; the other starting with criticism of existing programs and ending with action on decisions about the innovation. Design of innovation requires a protected environment. Diffusion is best done dispassionately and credibly. Visits to observe the operation of an innovation aid potential adopters to evaluate the innovation. During adoption, the user needs generous support. Innovators are most effective if they have preexisting contact with those who make political or financial decisions about innovation. Innovations are often kept or discarded irrationally without evaluation of their effectiveness -- NIMH (1971).

Miles, Matthew B. On temporary systems. In M. B. Miles (Ed.), Innovation in education. New York: Teachers College, Columbia University, 1964. Pp. 437-490.

Temporary systems can be used to bring about change in persons,

groups, and organizations. Permanent systems, carrying out routine activities, find it difficult to accomplish change. Temporary systems (workshops, consultant-client relationships, etc.) are effective mechanisms for inducing change, and they can be differentiated as to function of treatment, re-education, or education. Initial characteristics of temporary systems are: they expect to terminate at a specific time or after the occurrence of some specific event; initial goal is clearly defined; personnel classes to compose the system are closely specified; participants are on a cultural island; limiting the number of members and the physical location of the system facilities goal accomplishment. Process characteristics include a narrowed time perspective and increased use of directed energy, redefined goals, participant freedom from usual role conflicts, encouragement of special communication, an increasing sense of involvement, and development of new behavioral norms and patterns. Output characteristics include continuing changes in individuals' attitudes, knowledge, and behavior, altered interpersonal relationships, and action decisions. Problems associated with temporary systems are: participants may feel overloaded and need decompression time; unattainable goals may be sought; demanding process skills may not be provided; short-term isolation may generate long-term alienation; and linkage failures between the temporary and permanent systems may nullify temporary accomplishments. -- NIMH (1971).

Miles, Matthew B. Planned change and organizational health: Figure and ground. In R. O. Carlson, A. Gallagher Jr., M. B. Miles, R. J. Pellegrin and E. M. Rogers (Eds.), Change processes in the public schools. Eugene, Oregon: CEPM-CASEA, 1965. Pp. 11-34.

Preoccupied with the efficacy of the innovation itself, those concerned with innovation have tended to neglect the readiness of a specific organization to absorb an innovation. Healthy organizational factors related to innovation are: system goals are clear, reasonable, and possible; inter- and intra-organizational communication is relatively distortion-free, vertically and horizontally; distribution of influence is equitable, and subordinates can influence upward; resources, especially personnel, are used effectively and no-one feels they are fighting the organization; the organization is cohesive; it is innovative and tends to diversify itself; it is autonomous; it can make adaptations when environmental demands and organization resources do not match; and it has well-developed structures for sensing and dealing with problems. Educational organizations are inherently somewhat unhealthy and suffer from goal ambiguity, lay-professional control problems, and other difficulties. Specific methods for improving organizational health are suggested, including the use of consultants to train teams in effective problem-solving, workshops to assess role expectations and performance, and meeting to review group goals.

All the suggested methods utilize self-study, relational emphasis, increased data flow, norms which function as a change agent, temporary system approach, and expert facilitation. -- NIMH (1971).

Miles, Matthew B. The teacher center: Educational change through teacher development. Syracuse: Syracuse University Research Corporation (in press). Condensed in A. E. Adams, In-service education and teachers' centres. London: Pergamon Press (in press).

A report stemming from a national conference on teacher centers, held in April 1972. It reviews and comments on the proceedings of the conference, analyzes the diffusion of the teacher center concept (developed in Britain) in the context of American teacher education developments of the past few years, and from a variety of change theory perspectives analyzes the potential of the teacher center as a strategy for American educational reform. (Author's abstract)

Miles, Matthew B., Harvey Hornstein, D. M. Callahan, P. H. Calder and R. S. Schiavo. The consequences of survey feedback: Theory and evaluation. In W. G. Bennis, K. D. Benne, and R. Chin (Eds.), The planning of change. (2d ed.) New York: Holt, Rinehart, Winston, 1969. Pp. 457-467.

This article describes and evalutes an effort to use the feedback of survey research results to adminstrators of a school sytem as a way of inducing organizational change. Survey feedback is a process in which outside staff and members of the client organization collaboratively gather, analyze and interpret data that deal with various aspects of the organization's functioning and its members' work lives. Using the data as a base, corrective alteration of the organizational structure and the members' work relationships is attempted. Survey feedback has three components: (1) data are presented; (2) meetings of various groups occur; and (3) in the course of these meetings, staff and, eventually, clients begin to analyze the process of their interaction. This hopefully leads to attention to and acceptance of the data, liking the group and its activities; clarifaction of clients own and others' positions; practice of new behaviors; and development of norms which support open, collaborative problem-solving. Research is presented on a survey feedback program that was developed for a small school system. The conclusion is that the survey feedback program did begin a process of change followed by regression with the net effect that no durable changes were made. -- NIMH (1971)

Miller, James G. Living systems: Basic concepts. Behavioral Science, 1965, 10, 193-237. Living systems: Structure and process. Behavioral Science, 1965, 10, 337-379. Living systems: Cross-level hypotheses. Behavioral Science, 1965, 10, 380-411.

The first issue of this journal began with an editorial which said in part: "Our present thinking -- which may alter with time -- is that a general theory will deal with structural and behavioral properties of systems. The diversity of systems is great. The molecule, the cell, the organ, the individual, the group the society are all examples of systems. Besides differing in the level of organization, systems differ in many other crucial respects. They may be living, nonliving, or mixed; material or conceptual; and so forth" .... Every year the structure and process of many sorts of systems have been analyzed in these pages. The following article and its companions in the next issue eptiomize general systems behavior theory .... (Editor's abstract of first article)

Salient characteristics of the subsystem and system-wide structures and processes which generally occur at all levels of living systems are considered here. The scientific literature of the mathematical, biological, and social behavorial sciences that investigate each of these levels can be integrated and interpreted in terms of these concepts .... The approach used is designed to emphasize the unity of the phenomena of life, from cells to supranational systems. (Author's abstract of second article)

... the present exposition states 165 hypotheses that may be applicable to two or more levels of living systems. Some are original with the author. Some have previously been proposed by other writers, usually as applying to systems at one level only, and often to only one type of system. These cross-level hypotheses, if supported by empirical evidence, can be very powerful in generating general theory of lifing systems, so long as differences among the various levels, types, and individual cases are taken into account .... (Author's abstract of third article)

Miller, J. Wade, Jr. and Roger J. Wolf. The "micro-company": Organizing for problem-oriented management. Personnel, 1968, 45(4), 35-42.

The Development Center of the B. F. Goodrich Chemical Company is using a new concept in mangement which replaces the traditional management pyramid, yet includes individuals from all the functional groups of a conventional company: research, development, application development, marketing, engineering, and production. New products are explored, developed, produced, marketed, on a very limited scale. The new product is under

the direction of various "floating" chairmen, each responsible for a particular phase of the product's fruition. Ultimately the potentially successful new product is transferred from the micro-company to the company's existing marketing and production organizations. With micro-organization: (1) Members of the micro-company group have more feedom and enthusiasm; (2) Management concern and support, including monetary rewards for goal accomplishment, provide extra motivation; (3) Employees find their jobs more challenging and satisfying. Finally, there are four fractional changes which are attributed to the success of this micro-company: (1) A growth of "initiative centers" throughout the chemical division, (2) A sharpening of time consciousness, (3) increased ability of widely distibuted functional groups to work together, (4) A strengthening of the line scientist's commitment to meet goals. The administrative innovation's most important practical result is several new products developed more quickly and efficiently than before its inception. (Miller is Vice-President of Personnel and Organization for the B. F. Goodrich Co. Wolf is Director of Development at B. F. Goodrich Chemcial Co.) [William D. Feltner]

Milstein, Mike M. and James A. Belasco. Educational Administration and the behavioral sciences: A systems perspective. Boston: Allyn and Bacon, 1973.

A collection of papers compiled from the point of veiw of general systems theory. Parts of the book are entitled: I. The language of systems; II. Inputs; III. Thruput processes, and IV. Outputs.

Mood, Alex M. Macro-analysis of the American educational system. Operations Research, 1969, 17, 770-784.

This paper presents a rudimentary model of the public school system as an input-output process. The inputs are students' own abilities and attitudes, parental support, peer support, quality of the school system, community support, and society's posture with respect to education. Outputs are various categories of academic achievement as well as social competence, responsibility, self confidence, creativeness, ethics, and ambition. All these factors must be measured by index numbers or simple indicators. The model is a set of regression equations relating outputs to inputs. Some implementation of the model has been made possible by means of data gathered in the U. S. Office of Education's Equality-of-Educational-Opportunity Survey. -- Maguire, Temkin, and Cummings (1971).

Moos, Rudolf H. Conceptualizations of human environments. American Psychologist, 1973, 28(8), 652-665.

Describes six classes of ways of thinking about the effects of environments on behavior. "Further conceptualization and knowledge about environmental dimensions are essential .... The optimal arrangement of environments is probably the most powerful behavior modification technique which we currently have available. Essentially, every institution in our society is attempting to set up conditions that it hopes will maximize certain types of behavior .... the most important task for the behavioral and social sciences should be the systematice description and classification of environments and their differential costs and benefits to adaptation" (p. 662).

Murray, Donald G. Organizational development training for adopting multiunit structure: A comparative case study of two elementary schools. Doctoral dissertation, University of Oregon, 1973.

The purpose of this study was to illuminate understanding of the processes of change toward the multiunit structure or organization in two schools that received organization development (OD) training. Two years after the training, interviews taken at each school disclosed wide differences in the collaboration among staff members and the form of unitized arrangements. One became full-fledged multiunit school, with team teaching, while the other went back to a more traditional, self-contained organizational arrangement. Several important reasons for this difference were discovered. The faculty that fully adopted multiunit structure held goals similar to those of multiunit schools prior to the training, selected their leadership team using objective criteria, had a leadership team that provided multidirectional communication, used a problem solving sequence to analyze the move toward multiunit, received training that followed a series of steps designed to sequentially increase organizational efficacy, and received technical consultant help that was process-oriented rather than content oriented.

The faculty that returned to more conventional organizational forms towards the end of the project had an informal structure that resisted the training. They lacked a sense of ownership of the new structure, and they failed to find channels to provide multi-directional communication.

There were also differences in leadership styles of the principals throughout the project; the more participative management style was evidenced within the adopting school.

The most important finding was the difference between schools in the speed with which they moved into unitized arrangements. The school that started collaborative arrangements soon after the training and experienced mixed success with these structures eventually returned to a more traditional method for providing

instruction. However, the adopting school moved slowly into new arrangements, increased its internal functioning, and utilized the organization development trainers in more effective ways and to a greater extent. As a result of the case studies, a suggested sequencing of organizational training prior to implementation attempts is provided, as well as a checklist for researchers and practitioners to increase their awareness of possible difficulties encountered in this kind of attempt. (Excerpted from author's abstract)

Nagle, John M. and James H. Balderson. Group problem solving: The D-A-P approach. Eugene, Oregon: CEPM-CASEA, 1974.

Presents a systematic procedure for group problem solving comprising phases for generating designative information (D), appraisive information (A), and prescriptive information (P). In other words, these phases are problem identification, plan development, and implementation. The booklet gives detailed substeps within each of the major phases.

National Institute of Mental Health (Public Health Service, Health Services and Mental Health Administration). Planning for creative change in mental health services: A manual on research utilization. Washington, D.C.: U. S. Government Printing Office, 1971. (DHEW Publication No. HSM 71-9059)

A checklist, with brief explanations, to serve as a guide for planning and conducting planned change. Written within the context of mental health services, but easily translatable to educational projects. In fact, many of the researches backing up the recommendations were conducted with educational organizations. Includes characteristics of client and environment, techniques for instituting and stabilizing change, and methods of managing the project. Headings include producing knowledge, change consultant, facilitating change, organizational change, checklist for change, and bibliography.

National Institute of Mental Health (Public Health Service, Health Services and Mental Health Administration). Planning for creative change in mental health services: A distillation of principles on research utilization: Volume II -- Bibliography with annotations. Washington, D.C.: U. S. Government Printing Office, 1971. (DHEW Publication No. HSM 71-9061)

Organized according to two very useful classifications: topic (change, communication, groups, organizational development, etc.) and type (case study, demonstration, empirical study, exhortation, progress report, etc.).

Nelson, Jack E. Collegial supervision in multiunit schools: A study of an inservice program for primary teachers in newly formed units

in schools which have received two forms of organizational development training. Doctoral dissertation, University of Oregon, 1971.

[In a project of CASEA,] two types of training [given] were Organizational Development training (OD) and Group Development training (GD). Two schools participated in OD training; all faculty members [received] a 40-hour workshop in August, 1970, along with approximately 40 hours of training [through] May, 1971. The 40-hour summer workshop for the GD schools [as well as the 40 hours during the school year] was limited to a Steering Committee of five or six persons. The central feature of this dissertation was to explore the effects of a third sort of training, termed Collegial Supervision. Teachers were taught to record objective data while observing a colleague's classroom and were instructed in effective techniques for reporting the data back to the colleague observed. This study tests whether these various combinations of training in OD, GD and Collegial Supervision differed significantly in their impact on teachers involved and their students.

Data from the OD schools supported [a predicted] norm of openness. Data from the GD schools supported [predicted clarity of] decision-making and [predicted satisfaction with] working conditions. Of six other hypotheses for the OD schools, four were in the predicted direction. Data from the CD schools indicated that three of the remaining five were in the predicted direction. Further results indicated that collegial supervision was not an effective means for improving pupil attitudes. (Excerpted from author's abstract)

Nelson, Jack E., Mitchell Schwartz and Richard A. Schmuck. Collegial supervision: A sub-study of organization development in multi-unit schools. CEPM-CASEA, University of Oregon, 1974. (Mimeo)

Reports an experiment in aiding teachers to provide criticism and help for one another in improving their teaching. Results were mixed.

Newcomb, Theodore M., Ralph H. Turner and Philip E. Converse. Social psychology: The study of human interaction. New York: Holt, Rinehart, Winston, 1965.

In Chapter 8 on norms and Chapter 11 on roles, the authors present the interactive view of social regularities. In particular, Chapter 11 is a clear departure from the classic tradition of considering roles to be associated with positions. The authors show how roles lie between persons, not within them.

Newell, Terry. Organization development in schools. American Education, 1973, 9(10), 28-32.

An assessment of the purpose, promise, and difficulties of OD in schools.

Nylen, Donald, et al. (Eds.) Handbook of staff development and human relations training. Arlington, Virginia: NTL Institute for Applied Behavioral Science, 1967.

Contains many ideas for exercises, procedures, and other training components.

Olivero, James L. and Edward G. Buffie (Eds.) Educational manpower: From aides to differentiated staff patterns. (One of a series called "Bold New Venture.") Bloomington, Indiana: Indiana University Press, 1970.

Part I: Prologue. Part II: Auxiliary Aides. Part III: Differentiated Staff. Part IV: Federal Government. Part V. Epilogue. Especially relevant are chapter 13 on "Field testing a differentiated teaching staff" by Fenwick English and the use of "sensitivity training" in the Teacher Corps described on pp. 248-249.

Organizer's Manual Collective. The organizer's manual. New York: Bantam Books, 1971.

We have to be good at holding meetings, negotiating with deans and bosses, writing leaflets, helping people in trouble, demonstrating and dodging tear gas, staying out of jail or getting out, using the establishment's media and political structures against the establishment, and a thousand other things. What to do, how to do it, when and where to do it, even why to do it -- this is what the Organizer's Manual is about. -- from the Preface.

Not specifically about schools (though they come in for their share). But full of lore built up during the sixties about how to challenge and make dents in the established structure of things.

Osgood, Charles E. and George J. Suci. Factor analysis of meaning. Journal of Experimental Psychology, 1955, 50, 325-338. Reprinted in James G. Snider and Charles E. Osgood (Eds.), Semantic differential technique: A sourcebook. Chicago: Aldine, 1969. Pp. 42-55.

Describes factor analyses of responses to the "semantic differential." Strongest factors were (1) evaluation or good-bad, (2) potency or strong-weak, and (3) activity or active-passive.

Patten, Thomas H., Jr. (Ed.) OD - Emerging dimensions and concepts. Madison: American Society for Training and Development, 1973.

A bibliography with commentary.

Pederson, K. George. In-service education: A new model? In NEA Department of Elementary School Principals (Ed.), Selected articles for elementary school principals. Washington, D.C.: NEA, 1968. Pp. 91-97.

This is the "Raymond School Project." Story of an attempt at organizational change.

Perkins, Richard F. The organization and system development of the developmental approach to community change project. In Robert A. Luke, Jr. (Ed.), First tango in Boston: A seminar on organization change and development. Washington, D.C.: National Training and Development Service, 1973. Pp. 41-47.

Tells the staging of the entry process in bringing together city agencies and neighborhood task forces for collaborative work in a project to improve the "service delivery" of city agencies. Entry began simultaneously in city agencies and neighborhoods, with the two sectors being brought together later in a link-pin structure. The same method could be considered for work between schools and community. For other phases of the same project, see Coleman and Cushnie (1973) and Klein (1973).

Pettibone, Timothy J. Organizational and interpersonal dimensions of the elementary school. (Paper presented at the Annual Meeting of the American Educational Research Association, New York), 1971.

The purpose of this study was to: (1) select and apply an appropriate methodology for investigating interpersonal relations in the elementary school; and (2) test hypotheses relevant to and derived from General Systems Theory, Equilibration Theory, and the "Span of Control" principle of Classical Management Theory.

The following hypotheses were [confirmed]: (1) Subsystem (teacher) interactions will explain a greater amount of system (school climate) variability than will sysbsystem (teacher) attributes. (2). Classification of teachers as influentials and non-influentials in relation to informal groups will be predictable from measures of teacher behavior and teacher attributes. (3) Isolated teachers will perceive the behavior of their fellow teachers significantly different than will non-isolated teachers. (4) When the extent to which teachers rely upon each other is taken into account, the "real" span of control for principals will be eight or less subordinates. -- Excerpted from Maguire, Temkin, and Cummings (1971).

Pfeiffer, J. William and John E. Jones. A handbook of structured experiences for human relations training. Iowa City: University Associates Press, 1969-74, 4 volumes.

A collection of exercises, procedures, etc., for use in various phases of work with groups and for various purposes. Most describe goals (possible purposes for use), group size, time required, materials needed, physical setting, process, and variations. An occasional series.

Collaboration among teachers in building curriculum and determining teaching methods was more affected by training for OD than by attraction to school or to profession.

Phelps, Jane H. and Richard I. Arends. Helping parents and educators to solve school problems together: An application of organization development. CEPM-CASEA, University of Oregon, 1973. (Mimeo)

Story of an OD project to resolve conflicts between an elementary school staff and parents. A new decision-making structure was built, though it showed signs of weakening in the following year.

Phillips, David P. and Richard H. Conviser. Measuring the structure and boundary properties of groups: Some uses of information theory. Sociometry, 1972, 35(2), 235-254.

While sociologists have long been concerned with problems of social structure, they have not developed standardized techniques of determining the structuredness of situations. This paper presents a measure of structure drawn from information theory and demonstrates its application to a small group situation discussed in Homans' The Human Group. The measure is used to determine the number of groups in the situation, to locate group boundaries, to determine the sharpness of those boundaries, and to measure the loss of descriptive accuracy in mislocating group boundaries. Several advantages of the information theory measure relative to other sociometric and non-sociometric techniques are discussed. Also, ways in which the measure can be applied to other small-group problems and to macro-sociological problems are indicated. (Author's abstract)

Pino, Rene, Ruth Emory and Charles Jung. Preparing educational training consultants. Portland, Oregon: Northwest Regional Educational Laboratory, 1973.

A packaged program for training OD consultants for schools and districts.

Platt, John. Social traps. American Psychologist, 1973, 28(8), 641-651.

A new area of study is the field that some of us are beginning to call social traps. The term refers to situations in society that contain traps formally like a fish trap, where men or organizations or whole societies get themselves started in some direction or some set of relationships that later prove to be unpleasant or lethal and that they see no easy way to back out of or to avoid (p. 641).

Pondy, L. R. Organizational conflict: Concepts and models. Administrative Quarterly, 1967, 12(2), 296-320.

Three types of conflict among the subunits of formal organizations are identified: (1) bargaining conflict among the parties to an interest-group relationship; (2) bureaucratic conflict between the parties to a superior-subordinate relationship; and (3) systems conflict among parties to a lateral or working relationship. In each of the three cases, conflict is treated as a series of episode including stages of latency, feeling, perception, manifestation, and aftermath. The organization's reaction to conflict in each case is analyzed using the Barnard-Simon model of inducements-contributions balance theory. Of particular interest is whether the organization members resolve conflicts by withdrawing from the organization, by altering the existing set of relationships, or by changing their values and behavior within the context of the existing relationships. (Author's abstract)

Poole, Edward Archie. A study of the effects of an organizational problem-solving intervention strategy on the development of self-renewing characteristics of a school faculty. Doctoral dissertation, Indiana University, 1971.

This study was a description of a five-phased organization development intervention strategy and an attempt to determine the direct and indirect effects of an organizational skill training program -- emphasizing group communication, decision-making, and problem-solving skills -- on the self-renewing characteristics of a school faculty. The intervention was successful in introducing communication and problem-solving skills into the daily activities of the school; however, the recognition and use of these skills was greater at the interpersonal level than the organizational level to move the school toward a state of self-renewal. Five problems developed that accounted for this hesitancy. They were: a process-content split; clarifying limitations of the interventions; unclarity of objectives of the program; teams of consultants and clients changed membership throughout; and unrealistic expectations of quick results by school people.

Porter, Catherine M. and Richard A. Schmuck. Psychological effects of training in organization development on school district personnel in key line positions. Technical Report No. 14, CEPM-CASEA, University of Oregon, 1973.

The purpose of this study was to assess changes in attitude among an experimental group of key line personnel from a school district which received Organization Development training and established its own cadre of organizational specialists. The study covers a period from 1968-1970, and takes a careful look at the ways an individual's perceptions of organizational tasks and role relationships might change as a result of O. D. training. The hypotheses that were supported were: The original experimental group shold be less likely than the control group to (1) approve of one teacher suppressing an argument between two other teachers, rather than aiding the others to communicate about a disagreement and more likely to (2) approve of discussing personal feelings in groups; (3) predict that their peers would continue communications with a peer who has injured their feelings; and (4) predict that their peers would keep communication open with others after a disagreement.

The experimental group consisted ... of eighteen principals, fourteen teachers, counselors, librarians and others, and eleven central office staff including the district superintendent and his assistants. The control group consisted of forty-one members. (Excepted from authors' abstract)

Postman, Neil and Charles Weingartner. How to recognize a good school. Bloomington, Indiana: Phi Delta Kappa Foundation, 1973.

Gives a list of practices or ways of working in schools that seem to be emerging nowadays as most promising for improving the competence, self-guidance, and collaborative attitude among students, as well as for improving the satisfactions of teaching.

Prentice-Hall Editorial Staff. School executive's guide. Englewood Cliffs, New Jersey, 1963.

This book is not especially directed toward problems of change. It is a reminder and handbook useful in all the usual tasks a principal shoulders. As such, it can serve as a guide to routines that must be given up or replaced if change is to occur.

Price, James. Organizational effectiveness: An inventory of propositions. Homewood, Illinois: Irwin Dorsey, 1968.

For review see Richard H. Hall in American Sociological Review, February 1969, 34(1), 111-112.

Richland, Malcolm. Traveling seminar and conference for the implementation of educational innovations. Santa Monica, California: System Development Corporation, 1965. (Techinical Memorandum Series 2691).

Four groups of approximately thirty educators each, representing four regions of the United States forming a traveling seminar visited selected schools where significant innovations had been introduced and been in operation 1 year. Each tour was led by well-known and respected educator (outside change agent) who served in the role of interpreting experimental foundations on which the specific innovation was based, followed by a conference on dynamics of educational change. The evaluative phase of the study was carried out 1 year later through onsite visitations to participants' own schools, comparing collected data on innovational behavior and attitudes toward innovation from the tour participants and an equal number of school personnel (control group) who did not visit innovational schools. Findings conclude that: traveling seminar and conference are highly effective dissemination methods for stimulating and facilitating educational innovations; the attitude of the local superintendent is a significant variable in the introduction of innovations in school districts. It is recommended that the traveling seminar and conference technique be expanded. Findings are confirmed of other demonstrations concerning the effectiveness of site visits as a means of innovation diffusions. -- NIMH (1971).

Rogers, Everett M. Bibliography on the diffusion of innovations. East Lansing, Michigan: Department of Communications, Michigan State University, 1966.

Rollins, Sidney P. and W. W. Charters, Jr. The diffusion of information within secondary school staffs. Journal of Social Psychology, 1965, 65, 167-178.

The study reported here attempted to shed light on the word-of-mouth dissemination of information from the principal to the teachers in the public high school. This personal transmission of information downward through the authority system of the school is, of course, but one facet of the staff communication process. More highly formalized procedures frequently are used for the same purpose, and both the upward and the lateral flow of information are worthy of investigation in their own right. But the investigators believed that the downward spread of information from teacher to teacher -- a problem of immediate concern to school administrators -- was a convenient point of entry into the entire area (p.167).

Romney, A. Kimball, Roger N. Shepard and Sara Beth Nerlove (Eds.) Multidimensional scaling: Theory and applications in the behavioral sciences. (2 vols.) New York: Seminar Press, 1972.

Papers from a conference held in 1971. Vol. 1 contains theory, Vol. 2 applications. Authors of papers describe the leading edges of the scaling technology at that time. Shepard's paper in Vol. 1 -- "A taxonomy of some principal types of data and of multidimensional methods for their analysis" -- is an excellent, though technical, introduction to the technology. None of the chapters on applications treats education.

Rosove, Perry E. An analysis of possible future roles of educators as derived from a contextual map. Santa Monica: System Development Corporation, 1968.

... presents the "complete" results of the experiment in the use of contextual mapping. "The mapping process results in the identification of 98 different possible future roles for educators and also, as a by-product, it identifies 101 potential future issues in education" (p.3). It is concluded that "the projections of current trends in 18 areas as displayed on the contextual map suggests that (the crisis in education) is merely beginning and will become increasingly complex, fractious, and more costly to resolve in the two decades ahead" (p.30). To prevent an evolutionary form of drift, four new concepts are proposed: the learning environment as a real time facility (blurring the distinction between work and education); the continuous, vertical, learning organization serving all educational levels; the learning environment as a multipurpose facility; and (the major conclusion of the study as derived from the above three concepts) the generic role of the "learning facilitator" (rather than the present generic role of "teacher") as a counselor, engineer, instructor in the use of learning resources, and researcher. -- Michael Marien (1971).

Runkel, Philip J. Communication between conselors and teachers. NCME Newsletter, 1961, 4(2), 1-4.

Offers evidence that counselors do not reach their full usefulness to other members of the faculty until they have remained in the school for about four years.

Runkel, Philip J. Replicated tests of the attraction-communication hypothesis in a setting of technical information flow. American Sociological Review, 1962, 27, 402-408.

This study is based on the hypothesis that communication and attraction tend to go together. The corollary hypothesis tested here is that degree of respect between individuals is associated with relevant communication, and that "among densely connected groups of persons the general level of respect will be higher than among loosely connected or unconnected groups." This study is concerned with the relation between frequency of communication within secondary school faculties concerning the

testing and counseling of students, and respect for the judgement of the communicant concerning these matters. The faculties of 28 secondary schools were given measures of respect for other faculty members, and level of communication among them. The relationship between communication and respect was moderately strong in some schools, weak in others. -- NIMH (1971).

Runkel, Philip J. The effects of training for organizational development on certain distinctive patterns in reports of innovations undertaken over a four-year period by the elementary schools of two districts. (Paper submitted to NIE as part of a "milestone" report in August 1973) CEPM-CASEA, University of Oregon, 1973.

Runkel, Philip J. Conditions for success and failure of organizational development in schools. Presented to the American Educational Research Association, 1974. CEPM-CASEA, University of Oregon, 1974. ERIC order number ED 088 242.

Evidence is presented on the importance of readiness to share the human resources in a school and readiness for collaboration. Additional important pre-conditions are listed.

Runkel, Philip J. Personal and organizational pain (a lecturette). In J. W. Pfeiffer and J. E. Jones (Eds.), 1974 Annual handbook for group facilitators. San Diego: University Associates, 1974. Pp. 148-149.

Pain is unavoidable in organizations, especially during change. We can, however, chose the purposes for which we shall expose ourselves to pain, instead of finding ourselves ambushed by pain dumped upon us by others.

Runkel, Philip J. and Joseph E. McGrath. Research on human behavior: A systematic guide to method. New York: Holt, Rinehart, Winston, 1972.

"What you will find here ... is a systematic display of the sorts of choices every researcher makes, whether or not he wishes to do so. You will find statements of what you pay and what you get when you make one choice or another" (pp. v-vi). The authors represent the outline of their book by the following diagram:

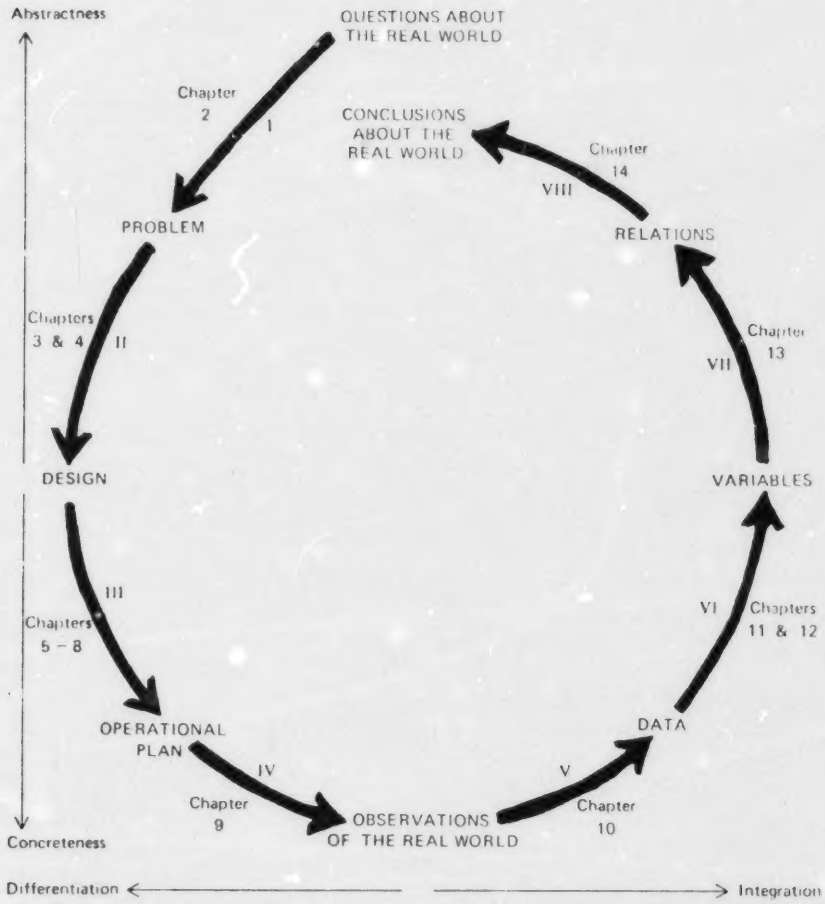


**Figure 1-1**. The cycle of empirical research and the plan of the book (p. 3).

Runkel, Philip J. and David B. Peizer. The two-valued orientation of current equilibrium theory. Behavioral Science, 1968, 13(1), 56-65.

As represented in [earlier papers], current formalizations of interpersonal equilibrium theory characterize balanced systems of individual orientation as two-valued.... We cite some dissatisfaction with the restricted applicability of this sort of equilibrium theory. Finally, we urge that current equilibrium theory be considered a special case of a more general theory encompassing response spaces with a dimensionality greater than one.... (Authors' abstract)

Describes in symbolic logic the sort of equilibrium theory receiving greatest attention from theorists at that time, and argues that the domain of behavior to which the theory is applicable is very small and relatively unimportant.

Runkel, Philip J. and Richard A. Schmuck. Findings from the research and development program on strategies of organizational change at CEPM-CASEA. Occasional Paper of the Program, CEPM-CASEA, University of Oregon, 1974.

Reviews seven years of R & D. Contains sections on entry, diagnosis, transition, maintenance, effects of OD, controversies, implications for further research, and references to Program publications.

Runkel, P. J., M. Lawrence, S. Oldfield, M. Rider and C. Clark. Stages of group development: An empirical test of Tuckman's hypothesis. Journal of Applied Behavioral Science, 1971, 7(2), 180-193.

The stages of group development have often been discussed and frequently hypothesized -- but seldom observed in the classroom. During winter term, 1968, at the University of Oregon, a study was made of small workgroups, each of which was assigned to complete an empirical investigation. The task-oriented groups, composed mostly of strangers, had to form themselves from larger sections into workgroups of four or more individuals, choose a task, pursue the research, and present the work in written form at the completion of the project. These workgroups were observed by students who had been through this social psychology course the previous year. The basic framework for the observations presented as outcomes in this paper was Bruce Tuckman's (1965) proposed model of group development. He stated that there are two aspects to group development: task activity and group structure; within each, he listed four developmental phases. The chief goal of the research was to test the fit of Tuckman's model of group development to the actual development of the workgroups observed in the classroom setting. The fit was very good. (Authors' abstract)

Sarason, Seymour B. Towards a psychology of change and innovation. American Psychologist, 1967, 22(3), 227-233.

(1) As psychological theorists move in the direction of stating comprehensive formulations about determinants of human behavior, they will become increasingly concerned with the nature of social organizations, and ways in which they change. Theoreticians must formulate generalizations which do justice to the complexities involved. A recent attempt by the author and his colleagues to study a certain social system emphasized the need for a conceptual framework, however tenative, that would serve as a basis for thought, plans, and action. (2) A Psycho-Educational Clinic at Yale was started to serve as part of the clinical training program with two main purposes: to describe and understand the educational setting as a social system, which requires the erasing of arbitrary distinctions and the reflection of actual

relationships; and to study change introduced from within and without the school. More is known about externally introduced change than internal change, which implies that researchers assume schools to be static and not particularly complicated -- an assumption the author experiences as naive. (3) Implemented changes quickly lose their innovative intent. One reason is that change proposals tend to emanate from on high without accounting for the feelings and opinions of teachers who must implement changes. Any theory purporting to explain behavior must account for man-system relationships. (4) Advice-givers (change agents, etc.) are part of man-system relationships. If the advice-giver is outside the system of the advice-seeker, he tends to react to an unfamiliar problem in a way that changes the problem in a way that changes the problem or discourages the advice-seeker. How the proposal changed at each hurdle affects its ultimate success or failure. Pre-implementation events frequently insure that changes will occur in a way that precludes innovation. Words are among the largest obstacles to innovation. The author offers an example, hypothesizing that if the parent organization of the two programs had sought professional advice, it would have had its problem rephrased into familiar terms and been advised to establish a totally different type of program -- a much less innovative, effective one. (5) Psychologists are often change agents. The author thinks they are probably similar to unsophisticated individuals and "as good as anybody else" at insuring that innovation does not follow change. Psychologists need to develop theories of change and innovation, and not just on the molecular level. -- NIMH (1971).

Sarason, Seymour B. The culture of the school and the problem of change. Boston: Allyn and Bacon, 1971.

... the patterns of everyday life for the adults in our schools -- not their knowledge or commitment -- are critical in planning innovations for pupils, and ... changing those patterns probably cannot be accomplished through summer training sessions. -- Mary M. Bentzen in Contemporary Psychology. 1971, 16(9), p. 594.

The author uses the ecological approach to describe the school setting, revealing what everyday school life is like. He feels that the examination of "the regularities" of behavior and programs to determine patterns is more significant in trying to effect change than the imposition of an innovation. His two detailed case reports of the process of change reveal such patterns. -- Culver and Hoban (1973, pp. 260-261).

Sarason, Seymour B. The creation of settings and the future societies. San Francisco: Jossey-Bass, 1972.

Examines the processes and problems common to the creation of

settings ("any instance when two or more people come together in new and sustained relationships"). Draws upon personal participation in the creation of new settings in education and other fields to describe and analyze failures and successes. Social systems, socialization, and leadership are examined. -- Culver and Hoban (1973, p. 260).

Contents: (1) Creation of Settings (2) Before the Beginning (3) The Leader and the Beginning Context (4) Formation of the Core Group (5) Myth of Unlimited Resources (6) Resources and Values (7) Symptoms of Decline (8) Buildings as Distractions (9) Socialization of the Leader (10) Leader's Sense of Privacy and Superiority (11) Leadership and Problems of Control (12) Skinner's Design of New Cultures (13) The New Setting as a Work of Art. -- Publisher's blurb.

Saturen, Steven L. On the way to adaptability: Some conditions for organizational self-renewal in elementary schools. Doctoral dissertation, University of Oregon, 1972.

The purpose of this study was to investigate empirically a theory about conditions antecedent to organizational adaptability. During the spring of 1968, 1969, or 1970 pretest measures were taken in thirty elementary schools of (1) whether teachers' expectations supported variety of expression (in particular, open communication of job-related emotions and disagreements), and (2) whether teachers' expectations supported collaboration. During the year following collection of the pretest measures, six of the thirty schools received training in organizational development designed by staff at ... CASEA to produce adaptability. Five types of post-measures were collected one or two years after the pretest and were assessed to indicate each school's ability to adapt.

Over the several dependent variables, the results showed that some predictions were repeatedly confirmed while others were repeatedly contradicted.

The patterns were interpreted to indicate that training in organizational development promotes adaptability when previous expectations support variety of expression and collaboration, but may inhibit adaptability when the school is characterized by expectations that do not support collaboration; and that [even] expectations supporting variety of expression [occurring together] with expectations supporting collaboration can inhibit adaptability unless teachers use skills for surfacing and managing conflicts. (Excerpted from author's abstract)

Schein, Edgar H. Process consultation: Its role in organization development. Reading, Massachusetts: Addison-Wesley, 1969.

The author emphasizes that every act on the part of the process consultant constitutes an intervention, even the act of deciding to work with an organization or of diagnosis. He suggests the following broad categories of interventions which a process consultant might make: (1) agenda-setting interventions, (2) feedback of observations or other data, (3) coaching or counseling of individuals or groups, and (4) structural suggestions. He contrasts process consultation with more standard kinds of consultation models. In standard consultation models, the consultant gives expert advice on how to solve a particular problem which the organization has identified and is concerned about passing on his knowledge, whereas in process consultation it is assumed that the organization does not know how to use its own resources effectively either in initial problem solution or in implementation of solutions and the process consultant is concerned about passing on his skills and values. -- Maguire, Temkin, and Cummings (1971).

Schein, Edgar H. and Warren G. Bennis. Personal and organizational change through group methods: The laboratory approach. New York; Wiley, 1965.

An excellent summary of the present state of development of laboratory training based upon the authors' experience in designing programs as well as advisors for National Training Laboratories. In addition, variety of applications in the form of original reports by colleagues broaden and enrich the reader's understanding of the purpose and use of laboratory training. Developed are the scientific theories of laboratory training as well as the nebulous but important characteristics of the laboratory training staff. The authors, obviously dedicated to laboratory training, present a penetrating analysis of the principles of social-interaction, the accomplishments as well as the failures in illustrative programs, and the excitement encountered in this type of training method. Applications of the laboratory training approach are limited to attempts at adult attitude change or attacks on social goals. Anyone interested in personal and organizational change using group methods will find detailed steps and constructive suggestions for undertaking a laboratory training program. -- Choice, June 1966, p. 366.

Schindler-Rainman, Eva and Ronald Lippitt. The volunteer community: Creative use of human resources. NTL Institute, 1971.

The motivation, recruitment, orientation and training of volunteers are discussed against a background of social trends and issues.

Schmuck, Richard A. Helping teachers improve classroom group processes. Journal of Applied Behavioral Science, 1968, 4(4), 401-435. Adapted as: Improving classroom group processes. In R. A.

Schmuck and M. B. Miles (Eds.), Organization development in schools. Palo Alto: National Press Books, 1971. Pp. 29-50.

Describes 3 "interventional" projects to study informal aspects of classroom activity: (1) 20 elementary school teachers participated in 7 training activities including role-playing, sensitivity, and human relations training. Twenty more took part in a noninteraction seminar and 10 received no special treatment. (2) Forty upper-elementary school teachers worked with psychological consultants in both individual and group problem-oriented sessions 4 hr/wk for 15 wk. (3) A 6-day organizational development laboratory involving 1 school's 54-member staff was conducted. Measures were taken with all groups to explore the influence of each project on teacher behavior in the classroom. Greatest behavioral changes accompanied the 7-phase training laboratory, but all activites were judged helpful to some extent. Two integrated programs for improving classroom group processes are suggested. -- D. Jewell in Psychological Abstracts.

Schmuck, Richard A. Developing teams of organizational specialists. In R. A. Schmuck and M. B. Miles (Eds.), Organization development in schools. Palo Alto: National Press Books, 1971. Pp. 213-230.

Uses of a cadre of organizational specialists in a school district. Some notes on building a cadre.

Schmuck, Richard A. Where OD for schools needs to go. (Presented at the 1972 meeting of the American Educational Research Association in Chicago) CEPM-CASEA, University of Oregon, 1971 (mimeo). ERIC order number ED 061 604.

Since evaluations have shown that organizational development is a plausible and useful vehicle for improving school climate, it needs to be extended in various ways, including (1) further scientific study of organizational development in schools; (2) more research into the processes and effects of organizational development training; and (3) extension of philosophic models to include power and conflict, accountability and responsibility, and techno-structural aspects of the school. Most important is the effort to bring parents, students, and educators into joint decisionmaking around educational alternatives. (Author's abstract)

Schmuck, Richard A. Developing collaborative decision making: The importance of trusting, strong, and skillful leaders. Educational Technology, 1972, 12(10), 43-47.

We often consider administrators at the top of a school district's hierarchy to be the primary wielders of power, with teachers and students possessing decreasing amounts of power to determine

what takes place in their schools. But many districts exist for which this picture is oversimplified. In particular, there are some districts in which much of the power thought to be traditionally held by the central office administrators is shared with principals, teachers, and students. I believe that such democratic structures are ideal outcomes for a program of organizational development in schools.... Although it does not develop easily, school district groups, building faculties, and classroom groups can be trained to make decisions efficiently, without the necessity for external pressure or surveillance ... (p. 43).

Schmuck, Richard A. Incorporating survey feedback in OD interventions. (Presented to the American Educational Research Association, 1973.) Occasional Paper of CEPM-CASEA, University of Oregon, 1973.

How to make use of the dynamics of survey feedback.

Schmuck, Richard A. Self-confrontation of teachers. Oregon School Study Council Bulletin, 1973, 17(3).

Simply presenting information that displays clearly any discrepancy between a teacher's ideal and actual classroom performance does not, in itself, promise constructive change. This is true in part because teachers confronted with such discrepancies often experience anxiety. Teachers who wish to change often find it difficult to behave differently in the classroom for a variety of reasons. This paper discusses some psychological reactions that can be expected by teachers when they are confronted with information about their own classroom behavior. It also suggests some actions that a facilitator might take to help a teacher to focus energies on self-improvement. -- Kenneth A. Erickson's preface.

Schmuck, Richard A. Some uses of research methods in organization development projects. (Paper presented at a conference on Diffusion and Adoption of Educational Innovation held at the University of Indiana) 1973. CEPM-CASEA, University of Oregon, 1973.

In summary, I have tried to make four points. First, OD can help educational organizations become more receptive and responsive to innovation. I have sub-titled this point -- OD and the proactive educational consumer. My second point was that the diffusion and adoption of OD should be studied in its own right and that much can be learned about diffusion in general from analyzing the diffusion of OD. Third, summative evaluations of OD have given policy-makers many useful lessons already and should be continued. And finally, fourth, OD is in itself a kind of action research. Data feedback, in particular, has been shown to be a very effective part of OD interventions. (Author's summary)

Schmuck, Richard A. Bringing parents and students into school management: A new program of research and development on organization development. Education and Urban Society, 1974, 6(2), 205-221.

A proposed plan for building decision-making interfaces among parents, students, and educators.

Schmuck, Richard A. and Arthur Blumberg. Teacher participation in organizational decisions. Bulletin of the National Association of Secondary School Principals, 1969, 53(339), 89-105.

Imposing a participative decision-making structure on a school requires strength and skill on the part of the principal. He must be firmly and consistently democratic. Such a shift in role performance requires changes in teachers' expectations as well as group skills. This strategy creates organizational strains and tensions that call for training and consultation in interpersonal and group processes. In other words, imposing a structure usually raises the need for practicing communication and problem-solving skills to help carry out the demands of that structure effectively.

Conversely, emergent strategies which involve primarily training in interpersonal and group processes tend to end up in structural changes within the school. In the case of the change program described above, decision-making structure (the Principal's Advisory Committee) was redefined and strenghtened as a result of the teachers' initiation. The teachers decided to impose a new decision-making structure on themselves. The central question does not seem to involve selecting either one strategy or the other. Rather, we might ask how the two strategies can be combined effectively into several different approaches (pp. 103-104).

Schmuck, Richard A. and Matthew B. Miles (Eds.) Organization development in schools. Palo Alto: National Press Books, 1971.

This ... book presents the rationale behind OD, the problems encountered in OD research, and the effects of OD on specific organizations where it has been employed. -- Publisher's blurb.

Schmuck and Miles have not only added admirably to the growing body of OD knowledge in school systems, but they have (a) contributed to the general field of OD by building on and improving past knowledge, and (b) established a "first" by devoting an entire volume to OD in school systems. -- W. Warner Burke, quoted in publisher's blurb.

All who read the book are provided with rich descriptions of strategies of planned change and their application in schools;

scholarly analyses of the substances, the promise, and the limitations of current approaches in OD; clues for applying and for further improving strategies of OD; and important insights regarding the dynamics of schools as organizations. -- Paul C. Buchanan quoted in publisher's blurb.

For review, see C. Brooklyn Derr. Essay review for urban educational administrators: Organization development in schools. Education and Urban Society, 1972, 5(1), 105-120.

Schmuck, Richard A. and Jack E. Nelson. The principal as convener of organizational change. Research Reports in Educational Administration, Vol. 2, No. 2, Bureau of Educational Research, University of Colorado, Boulder, 1970. Excerpted in Samuel Christie and others. The problem solving school: Guidelines for collaborative and systematic problem solving: Development team handbook. Dayton, Ohio: IDEA, 1972, pp. 7-9. ERIC order number ED 060 521.

The authors propose that a principal, instead of making all decisions himself, should convene faculty, staff, and student groups to help bring conflict into the open and to work on organizational problems systematically. This "team-leader" role assumes that team members are intelligent, competent, and want to perform well; and that an open organizational climate with high trust and esprit facilitates group problem solving procedures. (RA in Research in Education, 1972)

Schmuck, Richard A. and Philip J. Runkel. Organizational training for a school faculty. Eugene, Oregon: CEPM-CASEA, 1970.

Specific problem: Within the conception of laboratory training for organizational development to produce the self-renewing capability, many variations need to be conceived and tested. The project reported here ... tested merely whether the budding thoery and technology could be successfully applied to one medium-sized school.

Results: Evidence of the effects of the training came in the form of concrete, observable changes in the behavior of faculty members and administrators in our experimental school. These data were taken primarily from spontaneous events that were later reported to us and corroborated by disinterested observers. Because these actions were not directly a part of our planned training events, they constituted movements in the direction of increased flexible organizational problem solving.

About three months after the first week's training a sample of the faculty was interviewed and asked to write essays on the effects of the training. From these data we discovered that at

least nineteen teachers were applying techniques learned in the organizational training to improve the group processes in their classrooms.

Other events indicated that the quality of staff relationships improved because of the intervention. For instance, only two teachers resigned at the end of the year, giving the school a turnover rate of only 3 per cent. Comparative rates in other junior high schools in the same district ranged from 10 to 16 per cent. Several times during the year faculty meetings were initiated by members other than the principal. Such initiations broke tradition, but nevertheless those meetings went smoothly with strong staff participation.

The report itself describes many more outcomes, both in large observable changes in the comparisons of questionnaire reponses with other schools. (Author's abstract)

The CASEA team worked to improve Highland Park by increasing the communicative abilities of its groups, so that honest, direct, and innovative action could be internally and independently developed by the resident school faculty. Using summer workshops, small group interaction, and periodic "intervention" throughout the school year, the report claims that a number of desirable outcomes were at least partly due to the intervention. Many teachers began using a greater variety of more effective group techniques in their classrooms. Collaborating groups of teachers increased in strength and number. The Principal's Advisory Committee became potently and specifically representative rather than merely advisory. -- Excerpted from Maguire, Temkin, and Cummings (1971).

Schmuck, Richard A. and Philip J. Runkel. Improving staff meetings. A cassette tape, order number A-200, issued by the University Council for Educational Administration, available from UCEA, Attn: B. Finkelman, 29 West Woodruff, Columbus, Ohio 43210. 1972.

A few basic ideas for the principal or other school leader on conducting meetings.

Schmuck, Richard A. and Philip J. Runkel. Integrating organizational specialists into school districts. In W. W. Burke (Ed.), Contemporary organization development: Conceptual orientations and interventions. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1972. Pp. 168-200. ERIC order number ED 061 617.

Benefits and difficulties in establishing and making use of a cadre of organizational specialists in a school district. Brief report on the two cadres established so far by CASEA.

Schmuck, Richard A. and Patricia A. Schmuck. Group processes in the classroom. Dubuque, Iowa: Wm. C. Brown, 1971.

Contents: Basic concepts, Group processes, Leadership, Attraction, Norms, Communication, Cohesiveness, Developmental stages, Organizational characteristics. Describes many practical methods for altering customary procedures.

Schmuck, Richard A. and Patricia A. Schmuck. A humanistic psychology of education: Making the school everybody's house. Palo Alto: Mayfield, 1974.

This is a book on the application of the behavioral sciences to education, but it is not a typical text. Rather, along with its clarifying analyses of current psychological theories and research in education, it offers both a call to action and some concrete paths to follow. [This book] is different in that it focuses on the quality of the environment in schools and emphasizes planned change. It also offers a succinct philosophy of why schools should be humanized. -- Publisher's blurb.

Schmuck, Richard A., Jane H. Arends, and Richard I. Arends. Tailoring OD interventions for schools. Occasional Paper of the program on Strategies of Organizational Change, CEPM-CASEA, University of Oregon, 1974.

Offers three guidelines for consultants that take into account special attributes of school organizations: (1) continually restate the goals of the consultation, (2) be prepared to undertake special procedures for increasing the readiness of the client organization, and (3) make it clear that successful OD requires sustained effort over many months. Two guidelines are based on the sequential and cyclic nature of OD: (4) carefully assess progress at each stage to ascertain how much of earlier stages needs to be re-cycled and (5) be sure the macro-design includes micro-designs for recycling the processes of trust-building, goal-setting, and diagnostic information-gathering. The dynamics of entry yield three guidelines: (6) establish a clear, supportive, and collaborative relationship with key authorities, (7) engage all participants in introductory demonstrations and contract building, and (8) clarify interpersonal perceptions, feelings, and motivations to the point where the consultants are sure of some ways they can help and want to help and clients are sure of some ways the consultants can help and of their willingness to be helped in those ways. Four guidelines are connected with diagnosis: (9) tell clients early that a formal diagnosis will precede training, (10) insist on collecting data on present conditions, including the state of any follow-up or lack of it on previous problem-identifications, (11) use both formal and informal methods of data-collection, and (12) use diagnositic data for feedback

to clients and for further planning. Considerations in the design of interventions yield four guidelines: (13) do not let the consultants' personal motives, knowledge, or preferred skills outweigh the evidence on the kinds of activities and sequences that will best reach the goals of the intervention, (14) adapt the themes of training, data feedback, confrontation, and process consultation to the local situation, (15) build the macro-design to encompass the mode of intervention, the focus of attention, and diagnosed problems, and (16) phase the work to meet short-term and long-term intervention goals, and include time to renegotiate the plan when unexpected events occur.

Schmuck, Richard A., Philip J. Runkel and Charles Blondino. Organizational specialists in a school district. CEPM-CASEA Technical Report No. 11, CEPM-CASEA, University of Oregon, 1970. ERIC order number ED 043 973.

Specific problem: School districts generally lack an institutionalized capability for monitoring and heightening their own self-renewing effectiveness; as a part of this lack, they typically use innovative ideas from outside as reactions to stresses, rather than planning ahead to maximize progress toward explicit goals. Districts need a subsystem within themselves that can spur the self-renewing function. This paper reports a trial of a particular form of subsystem for self-renewal that we have called a cadre of organizational specialists. It was important to test whether it was possible for a district to provide this sort of function for itself without depending on outside pressure and expertise. They have, of course, lost some members, and they have trained their own replacements. There are now more active organizational specialists in the district than there were when CASEA left in February of 1970. By now, even the replacements are training their replacements. In sheer terms of numbers, the cadre is growing, not dwindling, though the latter is the more common fate of structural innovations. But more important than sheer numbers is the quality of work being done. The organizational specialists in the district, including the new members they trained, are by all accounts doing a more effective job of organizational training in the schools in the district that CASEA did. Compared with the usual uses of the outside expert, this is a very unusual result. (Authors' abstract)

Maguire, Temkin, and Cummings (1971) give a longer annotation.

Schmuck, Richard A., Philip J. Runkel, and Daniel Langmeyer. Improving organizational problem solving in a school faculty. Journal of Applied Behavioral Science, 1969, 5(4), 455-482. Winner of the 1969 McGregor Award. Reprinted in ISR Journal of Education Personnel Relations, 1970, 2(2), 69-93. Adapted and retitled: Using group problem-solving procedures. In R. A. Schmuck and

M. B. Miles (Eds.), Organization development in schools. Palo Alto: National Press Books, 1971, pp. 51-69. Also reprinted in W. W. Burke and H. A. Hornstein (Eds.), The social technology of organization development. Fairfax, Virginia: NTL Learning Corp., 1972, pp. 286-306. Also to be reprinted in T. J. Sergiovanni (Ed.), Managing human resources: Readings and exercises in school personnel administration. Champaign, Illinois: Research Press, in press.

This article also appears as the first (summary) chapter of Schmuck and Runkel (1970); see the latter for abstract.

Schmuck, Richard A., Philip J. Runkel, and Daniel Langmeyer. Theory to guide organizational training in schools. Sociological Inquiry, 1971, 41, 183-191. ERIC order number ED 033 748.

Using the sociological concepts of norm and role and the psychological variables of emotional styles as guides for organizational training intervention, the authors describe the following seven goals of organizational training, and present some examples of skills and actions that are related to each goal:

(1) Increase understanding of how people in different parts of the total school system affect one another. Skills: collecting data using questionnaires, interviews, and observations, etc. Actions: setting up feedback sessions within the school, etc.

(2) Develop clear communication networks up and down and laterally. Skills: using communication skills such as paraphrasing, behavior description, etc. Actions: arranging for communication-skills workshops within the school, etc.

(3) Increase understanding of the various educational goals in different parts of the school organization. Skills: writing behavioral objectives and specifying outcomes using operational definitions, etc. Actions: collaborating with appropriate specialists in bringing various groups in the district together to discuss objectives, etc.

(4) Develop new ways of solving problems through creative use of new roles in groups. Skills: using several problem-solving sequences with groups, etc. Actions: training various groups in the school district to use conscious routines of group problem-solving. Groups such as department heads, committees, team teaching, and departmental units could receive such training.

(5) Develop new ways of assessing progress toward educational goals in the school. Skills: seeking technical assistance from researchers on ways of collecting evaluative data, etc.

Actions: collaborating with workshops systems analysis (for example) and with the teachers' associations.

(6) Involve more people at all levels in decision-making. Skills: using communication skills for increasing participation in small groups and using organizational confrontations for reducing unproductive distance between hierarchical levels, etc. Actions: diagnosing influence processes from own vantage point in the district, sharing these diagnoses, and developing plans for involving others in constructive problem-solving, etc.

(7) Develop procedures for searching out innovative practices both within and outside the school. Skills: observing for frustrations and dissatisfactions in the school wherever goals are not being reached and identifying creative practices wherever they are occurring, etc. Actions: setting up meetings to help bring together the frustrated and the creative, whether the latter be inside or outside the district, etc. -- Excerpted from Maguire, Temkin, and Cummings (1971).

Schmuck, Richard A., Donald G. Murray, Mitchell Schwartz, Mary Ann Smith and Margaret Runkel. Consultation for changing school structures: OD for multiunit schools. (A report to NIE) Eugene, Oregon: CEPM-CASEA, in press.

This research report describes the results of applying organizational development in two different ways to help elementary schools to adopt team teaching and multiunit structure. In one strategy, the entire staff of the school received training; this strategy is labelled "OD." In the other, a small group from the staff received training; this is labelled "GD." Training and consultation are described in detail. Researchers collected data from two OD schools, four GD schools, and two control schools. Data compare the nature of changes among the schools and the relations of the changes to goal clarity, readiness for change, satisfaction with job and with interpersonal relations, openness in communication, influence patterns, and norms for collaboration. Final chapter offers some indicators of readiness: emerging interdependence, principal's commitment to collaboration, staff consensus on use of consultants, norm for openness and confrontation, norm for persistence on task, and norm for tolerating differences in educational philosophy. Chapter also lists recommendations for consultants. (M. Schwartz)

Schmuck, Richard A., Philip J. Runkel, Steven L. Saturen, Ronald T. Martell and C. Brooklyn Derr. Handbook of organization development in schools. Palo Alto: National Press Books, 1972.

... written for the school consultants, adminstrators, organization curriculum specialists and counselors who are involved in

this process of change in their schools. It will also be useful to professors and students of educational administration, research and development centers in education, and regional laboratories. Its authors ... have provided a collection of directions and specifications useful in the practical application of OD techniques. It is designed as a reference tool and as an action-oriented guide. The first two chapters of the Handbook explain the overall concepts necessary for planning intervention in schools and districts and set the framework for the rest of the Handbook. In particular they serve as an introduction and guide to Chapters 3 through 8, each of which presents a rationale and methods for improving a particular function of the school organization. Let us use Chapter 3 as an example. Discussing the clarification of communication, it begins by presenting the concepts and principles that are pertinent to the problem of communication and follows these with a few short readings relating the authors' ideas to the larger literature. Next, the chapter provides some tools for assessing the present condition of communication in an organization. Exercises are described by which organizational members can examine their own communicative processes and learn some new methods of face-to-face communication. The the authors offer some procedures for use in several situations that are likely to arise during an organization's actual work day. Finally, ways of building training episodes are described to help increase the flow and clarity of communication. Each of the chapters 3-8 has a similar structure. The last two chapters discuss designing and evaluating training programs. Organization development (OD) is a process employing behavioral science techniques for diagnosing an organization's structural ills and for improving its ability to function. The emphasis in OD is on the system as a target for change, rather than on isolated individuals, but each member of the system is actively involved in the assessment, diagnosis and transformation of his own organization. "System" may mean an entire organization or a subgroup such as an academic department or a teaching team. -- Publisher's blurb.

Should be on every principal's, superintendent's and school leader's desk. -- Watman Educational Service Bulletin, March 1973.

... every school would profit by having a couple of copies around and using them to get better organized. -- Carl McDaniels in Personnel and Guidance Journal, 1973, 52(1), 63-64.

... even more exciting ... is the Handbook.... it is a "tool kit" and an "assembly manual".... I found myself continually ... applying insights to in-service workshops I had on the drawing board. -- Gerry E. Wiley in 1974 Annual Handbook for Group Facilitators.

Schneider, Joseph and Edwin A. Locke. A critique of Herzberg's classification system and a suggested revision. Organizational Behavior and Human Performance, 1971, 6(4), 441-457.

... Herzberg's two-factor theory of job satisfaction may ... be an artifact ... of the system used to classify the incidents. It is shown that Herzberg's classification system confuses two levels of analysis, events (what happened), and agents (who made it happen). A new classification system was developed which classified separately by event and agent. The implications of the results concerning events for Herzberg's theory and method are discussed. (Excerpted from author's abstract)

See also King (1970) and Waters and Waters (1972).

Seashore, Stanley E. and D. G. Bowers. Durability of organizational change. American Psychologist, 1970, 25(3), 227-233.

... in the Weldon Manufacturing Corporation .... the new owners launched a change program that included technical system changes, widespread training, more careful selection, revised payment systems, and increased participation in decision making and problem solving at all levels. Results included positive attitude changes, increased return on capital and production efficiency, and decreased turnover and absenteeism relative both to past performance and to the company's major competitor. Follow-up research 7 years later indicated that many changes were durable over that period. -- Friedlander and Brown (1974, p. 332).

Sells, Saul B. Toward a taxonomy of organizations. In William W. Cooper, Harold J. Leavitt, and Maynard W. Shelly, II, (Eds.), New perspectives in organization research. New York: Wiley, 1964. Pp. 515-532.

See Hemphill's triad of group factors on page 526: "(1) behavior regulation appearing as social structure, (2) effective synergy, and (3) primary personal interaction with highest loadings on intimacy ...." P. 515: "In its fullest development the taxonomic approach should conform to the general systems approach; in any case, the two are compatible, and perhaps the salient strengths of each may contribute to the goals of the other."

Shepherd, Clovis R. Small groups, San Francisco: Chandler Publishing Co., 1964.

"This book has two major purposes: (1) to introduce the reader to ... theory and research dealing with the small groups; and (2) to organize this material within the perspectives of pure and applied social science.... I have stressed the importance of personal understanding.... I mean perceiving events accurately and relating theories and research findings to what people experience or can potentially experience in their daily lives...."

Sherif, Muzafer and Carolyn W. Sherif. Reference groups: Exploration into conformity and deviation of adolescents. New York: Harper and Row, 1964.

In an extensive study of adolescent groups in their natural setting, this report displays three levels of influence on their behavior: (1) influences from within the small group itself, (2) those from the immediate environment of the group, and (3) those from the broader American culture impinging upon the youth. Describes formation, maintenance, and change of groups. Also describes effects of the observer on the observed groups and narrates use of an "almost insider" to carry out the observations. For review, see P. J. Runkel in Educational Forum, 1965, 30(1), 103-109.

Sherif, Muzafer, O. J. Harvey, B. Jack White, William R. Hood, and Carolyn W. Sherif. Intergroup conflict and cooperation: The Robbers Cave experiment. Norman, Oklahoma: Institute of Group Relations, University of Oklahoma, 1961.

Showed how cooperation within groups of boys could be produced by intergroup competition and then reversed by reduction of competition, which in turn was done by using situations that required "superordinate goals."

Sherwood, John J. An introduction to organization development. Experimental Publication System, 1971, 11, Ms. No. 396-1.

A five-page summary. Includes following statements: "An OD program involves an entire organization or a coherent 'system' or part therof." " ... their ... work habits are usually more reactions to their work environment and how they are treated by the organization than they are intrinsic characteristics of an individual's personality." "The basic building blocks of organizations are groups of people; therefore, the basic units of change are also groups, not simply individuals." (Author's punctuation altered)

Shields, James J., Jr. The crisis in education is outside the classroom. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1973.

Schools are shaped by the values, norms, and methods of social control characterizing the society as a whole, especially corporate society. Most proposals for reform of education have not proposed ways of coping with the interaction between school and society. Author describes virtues and faults from (his labels) the romantics, the structuralists, and the social reform movement. Proposes "problem-posing education" a la Freire. A lot of good sense and stern cautions in only 49 small pages.

Silberman, Charles E. Crisis in the classroom: The remaking of American education. New York: Random House, 1970.

Based on a three and one-half year study commissioned by the Carnegie Corporation, this broad indictment of all levels of education is based on a thorough review of the literature, extensive interviews and correspondence with educators and critics, and first hand investigation in more than 100 schools by the author and in about 150 more schools by his three-member staff.

Silberman finds the schools to be "intolerable," severely afflicted by "mindlessness," operating on the assumption of distrust, offering a banal and trivial curriculum, and preoccupied with order and control (which in turn creates discipline problems, rather than eliminating them). More than 200 examples of school practice are provided in support of these charges, which are no less severe than those made by the so-called "romantic" critics of the past decade. -- Michael Marien (1971).

Simons, David L. Durability of organizational training for a school faculty. Doctoral dissertation, University of Oregon, 1974.

Assesses the lasting effects of a successful organizational development intervention undertaken by CASEA at Highland Park Junior High School. Supplements the reports of Schmuck, Runkel, and Langmeyer (1969) and Schmuck and Runkel (1970).

Data were obtained one year and two years after the close of the intervention. Organizational changes that occurred were documented through questionnaires, interviews, and informal observation in the target and comparison schools.

Findings indicated that during the 1968-69 school year the trained staff members did maintain favorable perceptions about the continued use of training and about the persistance of outcomes of training. However, during the last posttest year and after a successor principal took over, a definite change in perception occurred. All but three of the eleven interveiw questions showed a strong shift toward unfavorable responses.

The trained principal during the initial posttest period remained about the same in his leadership, managerial, and social support efforts. In contrast, the successor principal's EPL and managerial scores moved significantly in the negative direction. Only the successor's social support score continued to show improvement. The successor also did not make positive changes on more items than either of the comparison school principals. Furthermore, the successor did not obtain the anticipated greater ratio of significant postive changes that school C's principal (non succession).

Although several events did occur that validated persistance of skills and processes learned during training, the target school's lower comparative resignation ratio did not continue.

A new principal entering a school that has experienced organizational development must receive training with the staff. This preparation is essential if a successor and trained staff are to work together successfully and maintain the training outcomes. (Excerpted, with minor changes, from author's abstract)

Slevin, Dennis P. The innovation boundary: A specific model and some empirical results. Adminstrative Science Quarterly, 1971, 16(4), 515-531.

A mathematical model is developed for examining the conditions under which individuals innovate or try new things. The model has four main variables: current success level, target success level, costs of trying new things, and rewards for successful performance. These variables are related to each other to yield an innovation boundary. It is predicted that on one side of the boundary individuals will choose to try new things, while on the other side they will not innovate. The model is tested in a laboratory experiment using MBA student subjects and it is found that an innovation boundary does exist and that individuals behave as predicted by their position relative to the boundary. (Author's abstract)

Smith, Louis M. and Pat M. Keith. Anatomy of educational innovation: An organizational analysis of an elementary school. New York: Wiley, 1971.

An ecological study of attempted change in a single school with the process of change closely examined. -- Culver and Hoban (1973, p. 261).

The attempted organizational change was abandoned. See Lighthall (1973) in this bibliography for review.

Smith, Mary Ann. A comparison of two elementary schools involved in a major organizatinal change, or You win a few; you lose a few. Doctoral dissertation, University of Oregon, 1972.

In ... 1970, .... in each of four "group development" schools, a [presumed] subsystem (namely, a group consisting of the principal and six staff members), was trained in a 40 hour workshop and also received 40 hours of training during the following school year. Of these four schools, two changed to the multiunit structure and two did not. The central focus of this dissertation is to explore, through case histories, the two GD schools that differed in outcome yet seemed most similar at the beginning of training. [Some findings are as follows.] Before any training occurred, the successful school, in contrast to the unsuccess-

ful school: (a) already had norms of spending extra time in collaborative planning; (b) initiated the training with no expectation of extra money; (c) viewed the help of the trainers as an unexpected bonus; and (d) had a principal with a clear understanding of what the multiunit school was. The subsystem of the successful school, in contrast to the unsuccessful school: (a) perceived their trainers to be more competent and of high status; (b) thought the trainin design was relevant to their goals; (c) built a long range plan for the following year; (d) dealt with conflict during training; and (e) produced a sense of personal efficacy in at least some team members. The subsystem in the successful school differed from its counterpart in the unsuccessful school by clarifying its role as an interim group until a legitimate subsystem was chosen, and by setting up a method for changing and renewing the subsystem. ... recommendations involve ways of clarifying the innovation not only for members of the subsystem but also for all other staff, increasing the motivation of principal and staff to spend the time and effort required for implementation, and facilitating the continuing process of renewal and readjustment to establish the new roles, procedures, and goals that are required for the innovation to be effective and viable. (Excerpted from author's abstract)

Snyder, Wadell D. and Philip J. Runkel. Can teachers be trained to change? -- Some effects of teacher training on teacher-student interaction as assessed by Flanders' categories. Occasional Paper of CEPM-CASEA, University of Oregon, 1973.

Reviews twelve studies in which teachers were given training, at least one goal of which was to let students exercise more initiative in classrooms and in which the measurement of the results of training used Flanders' scheme or something very similar. Results of six studies supported strongly the hypothesis that training teachers would result in certain changes in the behavior of the teachers' students. Two showed changes opposite to prediction. Results in the remaining four studies were mixed. One study (Bigelow's) was unique in directing the training not to student-teacher interaction, but to communication and problem solving among faculty; nevertheless, this study was one of those showing good evidence for predicted changes on the part of students.

Sommer, Robert. Hawthorne dogma. Psychological Bulletin, 1968, 70, 592-595.

The Hawthorne effect is generally considered an experimenter error to be avoided in psychological research. This view is largely conditioned by a bias toward single variable laboratory research. In field studies Hawthorne effects are the rule rather than the exception. (Author's abstract)

Spence, Ian and John C. Ogilvie. A table of expected stress values for random rankings in nonmetric multidimensional scaling. Multivariate Behavioral Research, 1973, 8(4), 511-517.

The results of applying a nonmetric multidimensional scaling algorithm to sets of pseudo-random data are used as the basis for constructing, by means of regression techniqes, a table which will assist a user to decide whether empirically obtained data sets are the result of a random process. The table covers the range from 12 to 48 objects (points) for one to five recovered dimensions. (Authors' abstract)

Spicer, Edward H. (Ed.) Human problems in technological change: A casebook. New York: Russell Sage Foundation, 1952.

Resistance is not necessarily a condition of change. Once resistance is seen as a symptom of special conditions rather than as a constant element, it becomes possible to discover causes of success and failure of change efforts through the study of cases in which resistance appears. Through the use of successful and unsuccessful case examples, this book seeks to demonstrate the factors related to the success and failure of cross-cultural change efforts. Case study analysis reveals these generalizations: people resist changes which threaten basic security; they resist proposed changes they do not understand; and they resist being forced to change. Guidelines for the study and analysis of the effects of technological innovation are included. Recurrent groups of problems are identified for use in diagnosing or analyzing situations, and as a basis for developing principles for solving human problems (problems of cultural linkage, of social structure, of the role of the innovator, of cultural bias, etc.). A master checklist which might be used for gathering information on proposed change in a wide variety of situations is given, and would appear to be of value to both administrators and consultants. -- NIMH (1971).

Stake, Robert E. The countenance of educational evaluation. Teachers College Record, 1967, 68(7), 523-540.

Educators should be making their own evaluations more deliberate, more formal. Those who will -- whether in their classrooms or on national panels -- can hope to clarify their responsibility by answering each of the following questions: (1) Is this evaluation to be primarily descriptive, primarily judgmental, or both descriptive and judgmental? (2) Is this evaluation to emphasize the antecedent conditions, the transactions, or the outcomes alone, or a combination of these, or their functional contingencies? (3) Is this evaluation to indicate the congruence between what is intended and what occurs? (4) Is this evaluation to be undertaken within a single program or as a comparison between two or more curricular programs? (5) Is this evaluation intended more to further the development of curricula

or to help choose among available curricula? With these questions answered, the restrictive effects of incomplete guidelines and inappropriate contenances are more easily avoided (pp. 539-540).

Stanley, Julian C. A common class of pseudo-experiments. American Educational Research Journal, 1966, 3(2), 79-87.

... it seems that we should distinguish sharply between two types of experimental designs, one of which ... might be called "quasi-experimental".... Any time you find matching of subjects, check to see whether the matching variable are really antecedent to the onset of the experimental conditions. If they are concurrent with the experimental conditions or subsequent to them, the investigators may be throwing out the baby along with the dirty bath water (pp. 83-84).

Starling, William. An unsuccessful attempt to implement an educational innovation: A case study. Docotoral dissertation. University of Oregon, 1973.

The faculty [of an elementary school] was given the opportunity to move toward differentiated staffing in a multi-unit structure after all but two of them voted to become involved in the project. The principal and four of the teachers received five days of training -- resembling consultation in organization development -- in communication skills, goal setting, decision making and problem solving to facilitate this movement toward the new school structure. At the end of four months after the training, staff members were confused, unhappy, and voted to withdraw from the project. This case [has] special interest because of the wide-spread acceptance nowadays of differentiated staffing and the proven effectiveness of the OD consultative change strategy with a host of other faculties. Nine hypotheses received some support from [the] data. They were: The staff is unclear about the purpose of the innovation and is hesitant about taking steps to implement that innovation until it knows by what criteria its efforts will be evaluated. If staff members feel coerced by the principal or another staff member to undertake an innovation, they will feel low commitment to that decision. Staff members feel threatened and respond unfavorably if the steering committee members are not trusted and do not represent the teachers' interests and concerns. If the steering committee is not adequately trained, it is improbable that it will be able to help the staff implement the innovation. If the principal changes his role as a supervisor, teachers become confused about what kind of behavior he expects from them. Teachers are reluctant to change their interpersonal and group behavior if they do not understand how that behavior change will benefit them. If the follow-up training is inadequate, the steering committee will probably be unable to give the staff the kind of help they need to implement the

innovation. If teachers are forced to implement an innovation by taking time away from tasks they feel are crucial to doing a good job of teaching, they will respond unfavorable to the innovation. If information about the progress of the innovation in other schools is pessimistic, this information will be discouraging to those who are expected to implement the innovation in their own school. (Excerpted from author's abstract)

Stephens, Thomas. Innovative teaching practices: Their relation to system norms and rewards. Educational Administration Quarterly, 1974, 10(1), 35-43.

Secondary analysis of the COPED data bank was undertaken to explore the relationship between social system properties and certain forms of innovative teaching. The results underscore the importance of viewing individual behavior in its systemic context: innovations occurred where teachers saw them as rewarded, independent of individual dispositions toward such behavior. (Author's abstract)

For uses elsewhere of items from COPED's questionnaires, see in this bibliography Hilfiker (1970) and Schmuck and Runkel (1970). For descriptions of the COPED project, see Watson (1967).

Stokley, Fred and Joel Perlmutter. Let's get it together: Education and experiences in human relations. Newton, Massachusetts: Pilot Communities Program of the Education Development Center, undated.

Reports work done through 1971.

Sutherland, John W. A general systems philosophy for the social and behavioral sciences. New York: George Braziller, 1973.

In this new volume, general systems theory emerges as a well-articulated and documented alternative to strict positivism and empiricism in the social and behavioral sciences. Taking a critical look at these sciences, Dr. Sutherland offers a radically new set of perspectives and procedures and a defense and explication of general systems theory in three dimensions: the theoretical, the epistemological-ontological and the operational. His book is interdisciplinary, drawing on variables and concepts not only from the systems sciences but from various disciplines within the human science domain: anthropology, economics, social psychology, organization theory and political science. -- Publisher's blurb.

Swaab, Alexander M. Organizational change and the principal. Educational Technology, 1972, 12(10), 55-56.

What this says to me is that the principal needs to set the norm-changing model for his school. It does no good for him to encourage his teachers to take risks when he takes none. Nor is

it productive to exhort his staff to trust each other when he is distrustful; nor to talk about the importance of giving and receiving feedback when he rejects that which is given to him. All this certainly is not easy, but we might as well face things as they are rather than pretend they don't exist.... We have created a new model for living and working together (p. 57).

Terreberry, Shirley. The evolution of organizational environments. Administrative Science Quarterly, 1968, 12(4), 590-613.

This paper argues that evolutionary processes occur in the environments of organizations. Ideal types of environment, originally conceptualized by Emery and Trist, are elaborated and extended. A review of recent literature gives evidence of the decreasing autonomy and the increasing interdependence of organizations. Four approaches to inter-organizational analysis are reviewed and found inadequate to deal with present-day conditions. This paper then outlines a perspective which allows any organization, its transactions, and the environment itself to be viewed in a common conceptual framework. Two hypotheses are discussed: (1) that organizational change is increasingly externally induced; and (2) that organizational adaptability is a function of ability to learn and to perform according to changes in the environment. (Author's abstract)

Tesch, F. E., L. M. Lansky, and D. C. Lundgren. The one-way/two-way communication exercise: Some ghosts laid to rest. Journal of Applied Behavioral Science, 1972, 8(6), 664-673.

... there was no difference in difficulty between the two diagrams. Further, two-way communication was, as predicted, more accurate, more satisfying, and more time-consuming than was one-way communication. Finally, there was not practice effect in moving from a one- to a two-way communication, but significant transfer occurred in the reversed condition. (Author's abstract)

Thomas, Terry A. Changes in elementary school principals as a result of laboratory training. Technical Report No. 5, CEPM-CASEA, University of Oregon, 1970. ERIC order number ED 041 368.

Response data from questionnaires administered to 204 teachers served as the basis for determining (1) changes in the interpersonal relations of elementary principals, and (2) the effect of needed changes on the social-emotional climate of their respective schools. Perceived change, organizational climate, executive leadership, tact, and collaborative decision making were measured. This report describes the resulting 5-day training laboratory attended by 28 elementary principals, and includes a list of the objectives, a list of 12 changes hypothesized as a result of the training, and a brief statistical analysis

of behavior changes in a preregistered group and a nonpreregistered group. The study revealed more positive change by principals in the experimental group than by those in the control group, and showed that laboratory training in interpersonal relations affects positively the administrator's behavior with his staff and the social-emotional climate of the school. (JK in Research in Education, 1970, 5(12), p. 32.)

Thompson, James D. Organizations in action: Social bases of administrative theory. New York: McGraw-Hill, 1967.

A sound primer on the functioning of individuals in organizations.

Toffler, Alvin. Learning for tomorrow: The role of the future in education. New York: Random House, 1974.

... all education springs from images of the future and all education creates images of the future. Thus all education, whether so intended or not, is a preparation for the future. Unless we understand the future for which we are preparing, we may do tragic damage to those we teach. Unless we understand the powerful psychological role played by images of the future in motivating -- or de-motivating -- the learner, we cannot effectively overhaul our schools, colleges or universities, no matter what innovations we introduce. Under the banner of "education in the future tense," ... eighteen ... psychologists, educators, futurists, social scientists, psychiatrists, and humanists .... show why action-learning, values clarification, racial and sexual equality, along with games, simulations, science fiction and other educational innovations, tools and reforms need to be integrated and fused with future-consciousness, if we are to design effective learning systems for all. Their proposals, and the powerful documentation they bring to bear, will generate discussion ... among those concerned with education from the preschool level to the graduate school. -- Publisher's blurb.

Tosi, Henry, Ramon Aldeg and Ronald Story. On the measurement of the environment: An assessment of the Lawrence and Lorsch environmental uncertainty questionnaires. Administrative Science Quarterly, 1973, 18(1), 27-36.

These authors questionnaire items reported by Lawrence and Lorsch in their 1969 book as indicators of the unvertainty experienced by an organization in dealing with its environment; the authors say (p.27): "When subscale scores are correlated with alternative measures of uncertainty, the results are disappointing. Internal reliability assessments and factors analysis of the scales suggest that the instrument is methodologically inadequate."

Tuckman, Bruce W. Developmental sequence in small groups. Psychological Bulletin, 1965, 63(6), 384-399.

After a thorough review of relevant literature, Tuckman postulates that group-formation can be observed to go through four stages in each of two aspects. Task activity begins with (1) orientation to the task and goes on to (2) emotional response to task demands, (3) open exchange of relevant interpretations, and (4) emergence of solutions. Group structure begins with (1) testing interdependence and goes on to (2) intragroup conflict, (3) group cohesiveness, and (4) functional role-relatedness.

Tuckman, Bruce W., Kendrick M. McCall, and Ronald T. Hyman. The modification of teacher behavior: Effects of dissonance and coded feedback. American Educational Research Journal, 1969, 6, 607-620.

This study was concerned with the question of whether teachers whose self-perception and observed classroom behavior were discrepant (in terms of Flanders' Interaction Analysis categories) would change their behavior, perception or both as the result of feedback. Three feedback sources were compared to a no-feedback control for 24 high school teachers, classified as high or low in terms of their initial perception-behavior discrepancy. The group given direct verbal feedback was found to change significanlty more than the no-feeback group while differences were found for teachers taught the IA system or those who listened to tape recordings. High discrepant teachers were found to change their self-perception more than lows.

Twyman, J. P. and B. J. Biddle. Role conflict of public school teachers. Journal of Psychology, 1963, 55, 183-198.

Data reported in this paper have been based on a comparison of cognitions held for selected teacher behaviors by members of four school-related social positions. It seems clear that a number of significant disparities exist among teachers, school officials, parents, and pupils over teacher role cognitions. These disparities were found for positive norms, negative norms and for expectations, and occurred in a variety of content areas (p. 196).

Tye, Kenneth A. Monitoring the sytems: Points of entry. Santa Ana, California: Orange County Schools Office Supplementary Educational Center, 1969.

Eleven principles of change which can lead to the formulation of actual strategies are discussed: (1) Self-improvement is an important step in helping others to change. (2) Change is

a cooperative venture, involving the identification and examination of individually-held values within the group. (3) Decision-making processes within an organization should be clearly understood by all members as they work towards change. (4) Role conflict should be understood and eliminated or accomodate whenever possible. -- Maguire, Temkin, and Cummings (1971).

U. S. Office of Education. Pacesetters in innovation: Fiscal year 1966. Washington, D. C.: Government Printing Office, 1966.

Historical interest. Descriptions of first projects approved under Title III of the Elementary and Secondary Act of 1965.

U. S. Office of Education. Do teachers make a difference? Washington, D. C.: Government Printing Office, 1970.

Report of a conference that concluded that "at the present moment we cannot make any sort of meaningful quantitative estimate of the effect of teachers on student achievement." However, in this same volume, Alexander Mood says, "It appears to me to be reasonable speculation that teachersof the future may make a large difference by fully including students in all aspects of carrying out the educational enterprise. .. The students must be integral elements of the organizational enterprise -- not merely a group of outsiders that the organization deals with. To this end, all children must regularly be assigned teaching roles" (pp. 15-16).

Vidmar, Neil and Joseph E. McGrath. Forces affecting success in negotiation groups. Behavioral Science, 1970, 15(2), 154-163.

McGrath's Tri-forces model of the negotiation process emphasizes three major sets of role forces which act on the negotiation representatives. It is proposed that by obtaining a number of measure of these role forces for each negotiator and combining them as a "battery of predicators" in a multiple regression equation, negotation group outcomes cab be predicted. Data from two experimental studies are presented. They support the Tri-forces model as a valid representation of the factors operating in the decision-making process of negotiation groups and confirm the usefulness of the multiple regression technique.

Wacaster, C. Thompson. The life and death of differentiated staffing at Columbia High School. In W. W. Charters Jr., et al. (Eds.), The process of planned change in the school's instructional organization. (Monograph No. 25) CEPM-CASEA, University of Oregon, 1973. Pp. 35-51.

What were some factors that may have contributed to the decision of the Columbia High School staff to discontinue the attempt to implement an educational innovation labeled differentiated staffing (DS)?

During efforts to generate answers to this question from data collected by means of participant observation, interviewing, and document analysis, it gradually appeared in the course of this field study that values and norms operating at Columbia played a central part in discontinuance. These values were the equality of individuals and governance by the governed, while the norms may be stated as follows: (1) the Columbia staff should make all decisions in regard to all issues affecting it, and (2) all staff members should act as equals toward each other. The selection process by which Columbia was staffed, the interpersonal relations training faculty members subsequently experienced, and the professed values and behavior of the school's first principal built the above values and norms into the setting for this attempt at planned educational change.

These values and norms so established gave rise to an expectation on the part of Columbia staff members that the locus of control of those aspects of the district's DS project that affected Columbia lay with the school staff. This expectation was incompatible with the expectations for project control held by the DS project director and the school district's administrative cabinet. The action these persons undertook in accordance with their expectations violated not only the Columbia staff's expectations for project control but also the value held by individual staff members of governance by the governed and the norm of staff decision-making. Such violations provoked conflict and expenditures of time, energy, and emotion. In order to avoid conflict and such expenditures in the future, Columbia staff members voted to discontinue the attempt to implement DS.

The above values and norms not only were incompatible with expectations of various persons in regard to control of the district DS project but also were incompatible with the following characteristics of the Columbia DS model: differential distribution of authority among organizational members; salary differentials; hierarchy. This incompatibility had the consequence of generating opposition to the DS model. The opposition in turn expressed itself ultimately as votes to discontinue the attempt to implement the Columbia DS model. (Excerpted from author's abstract of the dissertation on which the chapter is based)

Walton, Richard E. Interpersonal peacemaking: Confrontation and third party consultation. Reading, Massachusetts: Addison-Wesley, 1969.

Walton offers some provocative insights into the complexities of the third party role; his approach involves improving intergroup relations by improving relations between their representatives. -- Friedlander and Brown (1974, p. 330).

See also M. D. Dunnette in Contemporary Psychology, 1971, 16(3), 113-115.

Walton, Richard E. and Donald P. Warwick. The ethics of organization development. Journal of Applied Behavioral Science, 1973, 9(6), 681-698.

Describes ethical dilemmas of power, freedom, and professional responsibility.

Warren, Roland L. The interorganizational field as a focus for investigation. Administrative Science Quarterly, 1967, 12(3), 396-419.

This paper takes the context of interorganizational behavior as an interorganizational field, within which specific interactions occur. An example of organizational interaction within such a field in presented by the numberous community decision organizations, such as urban renewal authorities, chambers of commerce, welfare councils, and anti-poverty organizations, operating in American metropolitan communities. A typology of contexts for inclusive decision making derived from a preliminary study in three cities is used in analyzing interaction among these organizations. In the heuristic model developed, such organizations are considered the community's vehicles for the attempted maximization of specific values which become incompatible, however, when pressed beyond a certain threshold. Based on the anlaysis of this interorganizational field, suggestions are made for improving the "mix" of realized values which these organizations accomplish in their interaction.

Waters, L. K. and Carrie Wherry Waters. An empirical test of five versions of the two-factor theory of job satisfaction. Organizational Behavior and Human Performance, 1972, 7(1), 18-24.

A test of the Herzberg theory. See also King (1970) and Schneider and Locke (1971).

Watson, Goodwin. Social psychology: Issues and insights. Philadephia: Lippincott, 1966.

An introductory text in social psychology that gives more attention than most to life in organizations. Contains chapters on group productivity, leadership, the structure-process-attitude sequence (experiential pedagogy), race and ethnic barriers, sex roles, business and industry, and social change, among others.

Watson, Goodwin (Ed.) Change in school systems. Washington, D. C.: Cooperative Project for Educational Development by National Training Laboratories, National Educational Association, 1967.

This book, produced for the Cooperative Project for Educational

Development (COPED), is a companion volume to Concepts for Social Change. It deals with the structure and processes of the school system and presents various strategies for change which would test and develop the concepts presented in Concepts for Social Change. The school system is a social system which needs to be ana'yzed and mapped to find not only where it is going but where it has been. In planning change in the process of socialization, there is a need to know what are the components, goals, and technology which should be operative. Crucial to organizational development are a workable model and interaction between the various parts of the system. Change within the school system may be aided by a relationship with a university and the development of a trainer change agent. The final paper presents a "conceptual architecture of a self-renewing school system" which includes the elements of sensing, screening, diagnosing, inventing, deciding, evaluating and revising. -- NIMH (1971).

For uses elsewhere of data from the COPED data bank or of items from COPED's questionnaires, see in this bibliography Hilfiker (1970), Schmuck and Runkel (1970), and Stephens (1974).

Watson, Goodwin (Ed.) Concepts for social change. Washington, D. C.: National Education Association, 1967.

Working papers which develop the core ideas about planned change to give direction to the Cooperative Project for Educational Development (COPED). Paul C. Buchanan, "The Concept of Organization Development, or Self-Renewal as a Form of Planned Change"; Goodwin Watson, "Resistance to Change"; Donald Klein, "Some Notes on the Dynamics of Resistance to Change: The Defender Role"; and other papers. -- Culver and Hoban (1973, p. 262).

Webb, Eugene J., Donald T. Campbell, Richard S. Schwartz, and Lee Sechrest. Unobtrusive measures: Nonreactive research in the social sciences. Chicago: Rand McNally, 1966.

For review see Bibb Latane in Contemporary Psychology, 1967, 12, 407-408. Also see Ellis B. Page in American Educational Research Journal, 1966, 3, 317-319.

Weick, Karl E. The social psychology of organizing. Reading, Massachusetts: Addison-Wesley, 1969.

Emphasizes the process of organizing -- the dynamics. Very insightful on the needs of individuals that support continuing groups, the functions of rationality, planning, and goal-setting. Much more than most books, this one gives a dynamic picture in place of a static one. Contents: What organizing looks like; Problems in contemporary organization theory; Components of a revised concept of organization; Interlocked behaviors: The elements of organizing; The processes of organizing; How organizing processes operate; How organizing processes are inter-

connected; A model for the study of organizing; and Implications of the organizing model.

Whitmore, Joanne Rand. The modification of undesirable attitudes and classroom behavior through constructive use of social power in the school peer culture. Technical Report No. 36, Stanford Center for Research and Development in teaching, 1973.

Making use of the resources of students in the life of the school.

See also Joanne Rand Whitmore. Student leadership: Guidelines for developing programs in distressed low-income elementary schools. Research and Development Memorandum No. 113, Stanford Center for Research and Development in Teaching, 1973.

See also Joanne Rand Whitmore, Janet L. Crist, and Ronald W. Marx. An experimental in-service teacher education program for distressed elementary schools. Research and Development Memorandum No. 117, Stanford Center for Research and Development in Teaching, 1974. Describes factors limiting the effectiveness of the in-service program: (1) expectation of failure, (2) low personal and professional self-concepts, (3) pervasive sense of pressure and futility, (4) unskillful administrative leadership, (5) resistant teachers, (6) impatience, (7) lack of adequate use of the project staff, and (8) mental and emotional fatigue.

Willems, Edwin P. and Gwendolyn J. Willems. Comparative validity of data yielded by three methods. Merrill-Palmer Quarterly, 1965, 11 , 65-71.

Correlates objective data with reports collected (a) by coded interview, (b) by card-sort, and (c) by check-list. The first turned out most valid and the last least. Contains speculation as to facets of validity.

Williams, Richard C., Charles C. Wall, W. Michael Martin, and Arthur Berchin. Effecting organizational renewal in schools: A social systems perspective. New York: McGraw-Hill, 1974.

Authors selected eight schools from the League of Cooperative Schools of IDEA -- the four scoring highest on "organizational renewal" and the four scoring lowest. Authors say that "for measurement purposes," they divided organizational renewal (OR) "into three steps: (1) dialogue ... (2) decision-making ... and (3) action ...." (p. 7). They tell nothing of the items composing the measures nor of how they were scored. Be that as it may, the authors found much greater proportions of role conflict in the low-OR schools than in the high-OR schools. They conclude, "This finding indicates that high role-personality

conflict can indeed affect the degree of a school's success in attempting to develop dynamic processes ...." (p. 51). I might as easily interpret the finding as indicating that a school with dynamic processes characterizing the low-OR school gives staff many more opportunities to get into role conflicts and fewer opportunities to get out of them, compared to high-OR schools. The authors also report some discrepancies among the values of parents, teachers, and principals.

Willower, Donald J. Barriers to change in educational organizations. Theory into Practice, 1963, 2(5), 257-263.

The public school is viewed as a service organization having no control over client selection, and where clients have no choice regarding participation. In such organizations, concern with client control is central. Data from a study of a 1600-pupil Junior High School support the proposition that resistance to liberalizing changes on the part of many teachers is a function of their preoccupation with pupil control. Older, more conservative teachers were dominant in the informal structure of the school studied, and norms stressed order, firmness and social distance in teacher-student relationships. Pressures were applied to new teachers to conform to these norms. Changes which threatened the status structure, i.e., the domination of the older, more conservative teachers, were resisted. (Sociological Abstracts, 1965, 13(2), 295.

Willower, Donald J. Educational change and functional equivalents. Education and Urban Society, 1970, 2, 385-402.

"Approaches to innovation direct attention away from social system considerations." Contends that the school displays an array of structures that are functional for the organization and its adult personnel but dysfunctional or neutral for pupils. Functional equivalents or alternatives are suggested after analysis of social structures, roles, and social norms. -- Culver and Hoban (1973, p. 267).

Willower, Donald J. and Ronald G. Jones. Whe pupil control becomes an institutional theme. Phi Delta Kappan, 1963, 45(2), 107-109.

Every school has a personality, shaped by particular people working in a particular setting. This study analyzes the influences that gave a certain junior high school in a middle-sized city of Pennsylvania its special character.... Faculty structure was characterized by a number of informal groupings. One such grouping was based on differences in age, number of years at the school, and certain attitudes held.... Members of the older group placed great stress on pupil control and discipline and did not hesitate to communicate their views to the younger teachers, whom they often viewed as being lax and failing to maintain sufficient social distance between themselves and students (p. 107).

Wolcott, Harry F. An ethnographic approach to the study of school administrators. Human Organization, 1970, 29(2), 115-122.

The ethnographer's task is the selective recording of human behavior in order to construct explanations of that behavior in cultural terms. The standard ethnography thus provides an account of the way of life of some special human process (say, law or more narrowly, divorce) or of some particular group of people.... My approach in this paper is ethnographic in that the purpose of the research project is to describe and analyze in cultural terms the behavior of one elementary school principal and the behavior of those who interact with him, such as teachers, pupils, spouse and family, and other principals (p.115).

Wolcott, Harry F. The man in the principal's office: An ethnography. New York: Holt, Rinehart, Winston, 1973.

The reader who understands what Ed Bell, the principal in this school, does from hour to hour and day to day as he moves about the school and in the community will understand how the principal acts in thousands of elementary schools in the United States. But there are yet other thousands of such schools to which this case study will be necessarily tangential.... This case study is ... written by an observer who has had intimate, prolonged contact with the situation, and who has in his mind a broad frame of reference within which observations are placed.... it is clear that the principal's role is that of mediator rather than innovator or commander. Much of his time and energy is devoted to conflict resolution or the prevention of conflicts latent in the system of interrelationships. It is also clear that with this emphasis on the mediator's role, it is impossible for the principal to attend in any depth to the educational process itself.... In the American community, schools and their administrators abide in a climate of unstable equilibrium. The study also deals with perceptions by various individuals and audiences of the principal's behavior, as well as his own self-perception. We can see that these perceptions are, to a large extent, a projection of the variant positions within the system of interrelationships within which the principal plays his mediating role. Also notable in this case study is the attention given to the disposition of the principal's time.... What impresses anyone who has worked in schools in other societies is the enormous amount of time devoted to meetings of various sorts on the part of our own professional educators (pp. viii-ix).

Wyant, Spencer H. Organizational specialists in a school district: A follow-up study. Master's thesis, University of Oregon, 1971.

Specific problem: Same as Schmuck, Runkel, and Blondino; Organizational specialists in a school district, 1970 (which see),

except this report compares outcomes in the experimental district with outcomes in two other attempts to bring about organizational change: the attempt described by Wolfe concerning an Institute of Advanced Studies for Teachers of Disadvantaged Youth and that described by Goodson and Hagstrom concerning teams of change agents in some schools in Wisconsin.

Results: By a number of criteria, the Kent project was more successful than the other two intervention-projects with which it was compared. The report delineates some important differences among the projects.

Wyant, Spencer H. Organizational development from the inside: A progress report on the first cadre of organizational specialists. Technical Report No. 12, CEPM-CASEA, University of Oregon, 1972. ERIC order number ED 061 596.

This document reports the experiences of organizational development specialists and compares organizational development with two other change strategies. Organizational development aims to increase the effectiveness of task groups in schools by teaching them how to communicate clearly, use systematic methods to solve problems, draw out and use group members' information and resources, and to build new norms and roles that support group processes. Organizational specialists in Kent, Washington, met with many difficulties because of budget and personnel constraints, but they did succeed in improving skills of district subsystems. When compared with innovative team and change agent team strategies, the organizational development strategy was the only one that could claim specific, longrange inprovements in the school systems. (RA in Research in Education, 1972)

See also Spencer H. Wyant. A four-year-old organizational innovation in a school district--will it survive? (Paper for a symposium entitled "Results of Establishing a Cadre of Organizational Specialists in a School District." held at the Pacific Northwest Educational Research and Evaluation Conference in May 1973. Also presented at the convention of the Oregon Psychological Association in May 1973.) CEPM-CASEA, University of Oregon, 1973. (Mimeo)

Wyant, Spencer H. Power to the pupil: An annotated bibliography of student involvement, student power, and student participation in decision-making in public secondary schools. Occasional Paper of CEPM-CASEA, University of Oregon, 1973.

Wyant, Spencer H. The effects of organization development training on communications in elementary schools. Doctoral dissertation, University of Oregon, 1974.

The study focused on two types of schools: those that had received

organization development training -- here called "trained" -- and those with team-teaching or multiunit organizational structures -- here called "collaborative." It was predicted that schools that were both trained and collaborative would score highest on criterion tests of communication, that schools untrained but collaborative and schools trained but not collaborative would score next highest, and that schools both untrained and not collaborative would score lowest.

Collaborative organizational structure had postive effects on communication, but these effects were weaker in 1972 than in 1970. The pooled mean standardized scores of untrained collaborative schools exceeded the mean of untrained non-collaborative schools on all tests in 1970 and on five of six tests in 1972. The highest mean score of untrained collaborative schools in 1972, however, was lower than the lowest mean score of this pool in 1970.

Effects of training appeared to be weak when all trained schools were considered together. Further analysis showed that small amounts of training have deleterious effect on communication, while larger amounts of training facilitate communication. When the pooled mean standardized scores of collaborative schools receiving different amounts of training were plotted against the mean score of untrained collaborative schools, it was found that training had a consistently positive effect on communication, but only after the amount of training exceeded a point lying between 22 and 27 hours. It appeared that small amounts of training merely made public the organizational problems that exist in all schools, but did not give the staffs sufficient time to deal with the problems constructively.

Results bearing on [a] hypothesis about the ordering of test-difficulty were contradictory and inconclusive.

One overall conclusion was that organization development training does have a positive effect on communication, provided that sufficient training is received. Another was that organizational structure also influences communication, but the the effect is likely to diminish (in contrast to the effects of training) over time. The major recommendation of the study was that schools undertaking organization development training should ensure that sufficient training is obtained. (Excerpted from author's abstract)

Yarnall, Garth Gene. Communication patterns among teachers in team-teaching oriented schools. Doctoral dissertation, Universisty of Florida, 1970.

Educators desiring to increase the effectiveness of teachers have developed the idea of "team teaching." A recent organizational approach to this concept has been total-faculty team teaching.

The purpose of this study was to investigate by sociometric techniques the "communication patterns" of five total-faculty team-teaching organized schools that were from four months to seven and one-half years old -- allowing for a built-in longitudinal study -- to determine what trends might be found regarding each schools' internal group structure as it had evolved. The teaching staff at each of the five selected team-teaching schools were tested by means of a three-part data-gathering instrument to obtain information on: general group characteristics, sociometric questions, and an opinionnaire on team teaching. The sociometric factors of influence domain, centrality, and prestige were determined by a computer program developed at Johns Hopkins University. Mutual-choice sociograms were developed to depict the stronger, more influential communication patterns.

Results: (1) The mutual-choice sociograms were found to be straight-chain in nature, representing less staff cohesiveness rather than greater interchange of opinions, as the team-teaching schools increased in age. (2) The percentage of mutual choices expressed with each teaching staff decreased as the schools increased in age. (3) The Opinion Leaders experienced a decrease in reciprocated nominations and a decrease in percentage on their school's central group structure over time. (4) The percentage of each staff that comprised its mutual-choice sociogram decreased from a high of 49% at a new school to a low of only 18% at the oldest participating school. (5) The general sociometric question successfully predicted the Opinion Leaders in regard to more specific sociometric questions on flexible scheduling and grouping, role definition, and managing discipline. (6) As the ages of the team-teaching schools increased, newer teachers and older teachers increasingly sought the advice of each other (i.e., vertical communications increased). (7) No differences were found between the number of Isolates, cliques, or Opinion Leaders at newer and older team-teaching schools. (8) The sociometric factors of influence domain, centrality, and prestige showed no differences between the groups of Opinion Leaders at the newer and the older team-teaching schools. (9) Team teachers at the newer schools responded to the main concepts of team teaching as contained in the opinionnaire as favorably as the older schools' teaching staffs. (10) The group characteristics of the participating staffs generally supported the built-in longitudinal nature of the study, increasing as the ages of the five team teaching schools increased.

Yuchtman, Ephraim and Stanley E. Seashore. A system resource approach to organizational effectiveness. American Sociological Review, 1967, 32(6), 891-903.

The prevailing formal and implied conceptions of "organizational

effectiveness" are examined and found deficient. When effectiveness is defined with reference to goal attainment, there are both methodological and conceptual problems, for the goals are those of persons (observers or members) -- not of the organization itself -- and there is in principle no possibility for stable consensus about the nature of the goals. When defined with reference to societal function, the values and standards for assessing "organizational effectiveness" are similarly external to the organization itself. An improved conceptual framework, derived from the system model of organizations is proposed; the framework emphasizes both the distinctiveness of the organization as an identifiable social structure and the interdependence of the organization with its environment. The interdependence takes the form of transactions in which scarce and value resources are exchanged under competitive conditions. The organization's success over a period of time in this competition for resources -- i.e., its bargaining position in a given environment -- is regarded as an expression of its overall effectiveness. Since the resources are of various kinds, and the competitive relationships are multiple, and since there is interchangeability among classes of resources, the assessment of organizational effectiveness must be in terms not of any single criterion but of an open-ended multidimensional set of criteria. The implications of this conception for theory for empirical investigation, and for organization management are discussed. (Authors' abstract)

Zand, Dale E. Collateral organization: A new change strategy. Journal of Applied Behavioral Science, 1974, 10(1), 63-89.

The claim that managerial fexibility is essential makes more sense to managers and is more relevant to organizational development than the claim that traditional forms of organization should (or will) be displaced by more humanistic, participative forms. Managers can readily understand that finding solutions to different problems calls for different modes of organization. This article outlines a new change strategy -- a collateral organization; i.e., a parallel, continuously coexising organization which a manager can use to supplement his or her existing formal organization. Collateral organizations have norms differing from those usually in force, are used to identify and solve apparently intractable problems, and are carefully linked to the "regular" organizaiton. No new people are required.

Two cases illustrate application of the concept, which is also discussed in relation to matrix organizations, task forces, and temporary systems. (Author's abstract)

Whereas the Schmuck-Runkel design for a "cadre of organizational specialists" assigns a portionof the time of individuals in a designated team to act as organizational consultants to other persons and groups in an organization, the "collateral" organization

assigns periods of time to members of the organization during which to act according to norms different from the usual norms, permitting solutions to problems that the usual norms cannot handle. After initial training in the alternate or "collateral" set of norms, the persons using the collateral mode act without an "outside" consultant. The two instances of collateral organizations described by Zand seemed to maintain themselves well. The collateral organization seems an important addition to the designs for organizational change an OD program might use.

Zeigler, Harmon. The political world of the high school teacher. Eugene, Oregon: CEPM-CASEA, 1966.

This book ... describes the behavior of high school teachers [and] present[s] some generalizations about political behavior using teachers as examples.... it is obvious that some of the acts of the educational system have implications for the political process. The most obvious is political socialization (p. xi).

(433 references)